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THE TEACHING OF GERMAN
IN SECONDARY SCHOOLS

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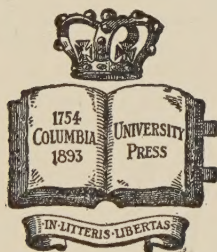
THE TEACHING OF GERMAN

IN SECONDARY SCHOOLS

BY

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TO MY HELPMATE

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PREFACE.

THE following pages represent the outgrowth of experience in high school work, of lectures given to intending teachers, and of a first-hand study of modern language instruction in various parts of Germany. The book is planned to give teachers, in book form, a helpful discussion of the main elements that go to make up a modern language course in secondary schools. Much of the material has long since been common property, perhaps, but has never, to my knowledge, been presented in so detailed a form, with the possible exception of "The Practical Study of Languages," by Sweet, which also serves a different purpose.

This book will have to deal largely with answering two questions:

Firstly, what is the best work we can hope to do in a course extending over a maximum period of four years in the high school?

Secondly, what has experience to teach us as to the best way to do it?

We are still in the experimental stage of language teaching, and probably shall be for some time to come. The time is not ripe for any man to come and say, and scientifically prove, "my method is THE METHOD of language teaching." We still lack scientific data with regard to the mental processes involved in learning a foreign language. Any exposition of method, then, will have to be broad and eclectic in nature, and derived very largely from one's own

experience, and from the experience of other teachers of the same and different generations working under similar conditions. It must consist in describing a plan loosely enough jointed to work successfully under varying conditions, one containing important points in method the teacher should keep in mind, and an attempt has been made to set this forth in the present book.

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THE TEACHING OF GERMAN IN SECONDARY SCHOOLS.

INTRODUCTION.

SOME definite work has already been done in the United States towards putting modern language instruction upon a better basis as regards aim and method; for example, the report¹ presented by the Committee of Twelve, at the session of the Modern Language Association held in Charlottesville, Va., in 1898. It is an attempt, by way of recommendation, to bring about some degree of harmony in the rather chaotic conditions that naturally exist in a nation so educationally decentralized as our own. Though brief, the report is comprehensive and practical, and deserves the careful study of every modern language teacher. After dealing with the aim and value of modern languages as a culture study, there follows a brief sketch and critique of some of the well-known systems or methods. The report then seeks to build up, from this preliminary discussion, a course more or less eclectic in method, to suit our conditions. Very valuable are the suggestions given to teachers, and everywhere the report is characterized by a wise conservatism, so desirable in the present status of modern language work in the United States.

In this book there will be an attempt to enlarge upon some of the points already discussed in this report, more

¹ "Report of Committee on Modern Languages," Washington, 1899.

especially by bringing to our aid the best results of recent modern language teaching in Germany. No country can show such a rapid, and, in the main, healthy development in modern language instruction during the last generation as Germany. But although the study of the so-called "Reform Movement" in Germany is extremely rich in valuable ideas, it will not do to introduce the "made in Germany" product as a whole into this country. It must be adapted to American conditions and American ideals to bring about successful results. We must work out our own school problem just as Germany is trying to do. Even there the problem of modern language teaching is yet unsettled in many essential points. Due to good school organization, excellent equipment and personality on the part of many teachers, however, the work has reached, here and there, a high degree of effectiveness. Without going deeply into the history of this notable movement (which would lead us too far afield, and is not essential to our present purpose) its beginning dates back, roughly speaking, to the publishing of the anonymous pamphlet by "Quousque Tandem": "Der Sprachunterricht muss umkehren!"¹ Sporadic attempts had already been made, of course, in different parts of Germany, towards the improvement of French and English work in the schools. Professor Viëtor, of Marburg, who turned out to be the author of this work, simply started the ball rolling in this philippic, and since that time, the movement has increased almost steadily in power. The ideas suggested by Viëtor

"Quousque
Tandem."

¹ "Der Sprachunterricht muss umkehren!" Viëtor, Heilbronn, 1881.

and others were worked out and tested with considerable success in the schoolroom, and were later incorporated, to greater or less extent, in the "Lehrpläne" of the various States. Many of the reformers have undoubtedly gone too far in their zeal. Every great reform has its radical party. But, on the whole, the influence of the movement has been a sound and healthy one on the rank and file of modern language teachers.

Direktor Walter (of the Musterschule, Frankfurt-a-M.) gives in his "Die Reform des neusprachlichen Unterrichts auf Schule und Universität,"¹ a good statement of Viëtor's

ideas. He writes: "Nicht der tote Buch-
 "Das lebende
 Wort." stabe, sondern das lebende Wort solle in den

Vordergrund treten; die neuere Sprache sei nicht an einzelnen unzusammenhängenden Sätzen, sondern am lebensvollen Sprachstoffe zu erlernen und durch das Sprechen und das mündliche Verarbeiten des Sprachstoffs zum festen Eigentum des Schülers zu machen.

"Die Grammatik sei nicht mehr an erster Stelle zu erlernen, sondern habe als Abstraktion der Sprache ihr gegenüber zurückzutreten und sei auf induktivem Wege aus dem gewonnenen Sprachstoffe abzuleiten. An die Stelle der bisher üblichen Uebersetzungen aus der Muttersprache in die fremde Sprache müsse die freie Behandlung der Sprache, wie im Worte, so auch in der Schrift treten.

"Vor allem zeigt Viëtor, wie wenig Wert man bisher auf die Aussprache der fremden lebenden Sprachen gelegt habe, ja wie diese nach einem Wort seines Gesinnungsgenossen

¹ "Die Reform des neusprachlichen Unterrichts auf Schule und Universität," Walter, Marburg, 1901.

Professor Dr. Trautmann in Bonn zum grossen Teil 'grauenvoll' sei, und zeigt uns den Weg, wie unter Benützung der inzwischen emporgeblühten jungen Wissenschaft der Phonetik eine genaue 'autreine Aussprache zu lehren und wie hierbei stets vom Laut auszugehen sei. This also represents the desires, in the main, of the Reformers since the days of Viëtor."

The newest element, perhaps, is the attention given to pronunciation. This work was greatly aided by the recent results in the scientific study of phonetics of such men as Sievers, Techmer, Trautmann, Viëtor, Sweet and Bell. The "method," as represented by the "Reform," its best exponents, owes its success largely, however, to the careful synthesis and adaptation to present school needs—the inheritance of centuries. There has been a redistribution of values, notably the important place given to reading real texts and the oral side of language study, the subordinate place given to grammar, and the rearranged method of its study. The details of the system have been worked out more carefully than ever before, and the various elements have been harmonized with greater success than has heretofore been attained. To be sure, the success has not been wholly due to method. The increased effectiveness of the teaching-body has everywhere been an important contributing factor. Indirectly, the "method" has brought this about because of the stimulating effect it has had on the teachers. The "method," as illustrated in the Reform literature and by its best exponents, made extraordinary demands upon the modern language teacher. To meet the demands, it meant other

ideals of training. It was no longer sufficient for a teacher to have gained a grammatical and reading knowledge of the language. If the pupils were to be taught to use the language in speaking, naturally the teacher must possess an adequate oral command of that language. The "paper-method" would have died a natural death if there had not been a revival, a requickened life, in the study and appreciation of what modern languages stand for in a modern curriculum, and earnest attempts on the part of a large body of teachers, particularly the younger teachers, to meet the new demands. I consider the awakening to the importance of having well-equipped teachers one of the greatest results of the Reform movement.

CHAPTER I.

THE VALUE OF GERMAN.

THE discussion of the value of German, as a school subject, naturally divides itself into three parts :

First, its practical value.

Second, its cultural value.

Third, its formal or disciplinary value.

"We study modern languages preëminently because they are useful"¹ looked at from the utilitarian standpoint, and as a means of opening our minds to a literature and civilization, a knowledge of which the educated American needs as an essential part of his intellectual equipment. If we take into consideration the more purely practical possibilities inherent in our subject, we might argue in favor of it, by way of comparison with Latin, as follows :

Practical
Value.

Whatever position Latin enjoyed in the Middle Ages as a spoken and written language, its day, as such, has forever passed. Such knowledge is only of value to the Roman church, and to a very narrow circle of scholars, perhaps. The traveller and the scholar no longer need Latin to make themselves understood. In this sense Latin and Greek may be said to be "dead" languages, as contrasted with the "living" languages of to-day. In another sense, of course, they are

"Dead"
Languages.

¹ "The Teaching of Languages in Schools," Widgery, London, 1903.

far from dead, for they still live for us in their literatures, and in the formative influence they undoubtedly have, more or less directly, on our lives and ideals. An understanding of the works that have come down to us seems to me, to-day at least, to be the natural aim of their study. All the rules of grammar and syntax of the language, studied and learned, serve this purpose, namely, that the student may thereby more accurately interpret Latin and Greek authors. All exercises, all writing of sentences and composition, all oral work, would aim to give the student a firmer and surer grasp of the technique of the classic author. As for the thought, it is best secured by changing the foreign idiom into one with which the student is familiar, the mother-tongue. That is the simplest, the quickest, and the surest way. Naturally this is not by any means the final aim, which would include many other things — an understanding and clear interpretation of the work as a whole in its peculiar form, and no good teaching would fall short of this aim.

Modern languages also live in their literatures, but these literatures are constantly changing and developing. Münch, in his "Vermischte Aufsätze,"¹ likens them to a flowing

stream, not a beautiful lake whose shores are clearly defined to us, as are the classical languages to-day. But only half the life of a modern language is represented by its literature. The spoken language of every-day life, differing more or less from the written language of books, is another side which must receive due recognition. However strong may be the literary side of German, we must not forget that it is no

¹ "Vermischte Aufsätze," Münch, Berlin, 1896.

mere book language — it is the common language of one of the greatest nations of modern times, a nation with which we are closely associated in many ways.

Commercial ties between Germany and the United States, for example, are a factor which cannot be put aside without comment in judging the value of German from the utilitarian

standpoint, and especially when we come to
Commerce.

consider what it is most essential to emphasize in a secondary school course in German. It would only be a narrow and sordid idea of the function of a subject to regard it as representing so much definite stock in trade to be turned later on into so many dollars and cents. The secondary school is not meant to be a place where pupils can receive special training in German and French to fit them for a foreign clerkship, still the teacher has no right to forget that French and German may come to possess a commercial value in the life of the pupils, and should be taught with this end in view, in so far as it does not conflict with other results of greater educational importance.

Closely allied to the foregoing thought is the importance that travel has, within recent years, assumed amongst Americans. No doubt one can manage in these days to travel all

over Europe and never need more than a
Travel.

chance phrase or so. To reap, however, the full educational benefits that undoubtedly accrue from travelling, it is important to have a first-hand knowledge of the language of the country you are in. Surely one gets a very distorted view, one quite out of perspective, of foreigners and foreign life, if it is merely seen in Americanized or Anglicized hotels. It is far better to be able

to use even a meagre school knowledge of German than to be dependent upon a guide for everything. But all the advantages in travel that come from previous study of a foreign language, and particularly from the power to use the language in speaking, are obvious, and I need not dwell upon them. We must, however, guard against over-estimating the educational value and the importance of the ability to speak, as well as under-estimating it. We can deal with this phase of the question better in the next chapter, in the attempt to fix an aim in planning a high school course.

The scholar has long since needed at least a reading knowledge of French and German for his necessary development. The doctor, the student of art, of architecture, the engineer,

Cultural
Value. the clergyman and men engaged in many
other occupations, are constantly finding out
that German scholars have something to
offer them, something in their particular field it is essential they should know. There are many translations of great books, to be sure, but the best books are often not available — at any rate until years after they are wanted. It is idle to suppose they ever will be. But the importance of a knowledge of German is not confined to the scholar or the progressive professional man. It is expected of every educated man that he should understand the position occupied by Germany in the civilized world, and there is no better way to learn to appreciate the best that German civilization has to offer us, than by studying the German language and its literature. By reading and absorbing the best literature of our own language, by interesting ourselves in all the intellectual and spiritual life of our own race, we

enrich our personality. It is simply going one step farther to absorb the mental life of such great races as the French and German. Our thoughts are expanded and deepened, and made more complete and rich. We gain greater mental and critical balance, and greater appreciation of what our own literature stands for, and, indirectly, what American and German civilization stand for. After all, the language and literature represent the people better than any other one aspect of their civilization. In studying German, then, pupils are studying about Germans and Germany. There is no one who would dispute that, sooner or later in his education, the individual should become acquainted with the aims, customs, and peculiar traits of those civilizations which have done so much for humanity. In this way he begins to learn to take an intelligent interest in things and events outside his own country, and, undoubtedly, the very best place to make this beginning is in the class-room study of German and French.

Waetzoldt said in an address delivered at the fifth meeting of the German modern language association held at Berlin in 1892 :

“ Ein dreifaches Bewusstsein fordern wir von einem Gebildeten : ein Volksbewusstsein, ein Zeitbewusstsein, ein Weltbewusstsein. Ein dreifaches Verständnis des Menschlichen soll höhere Bildung dem Einzelnen eröffnen, in drei grosse geistige Beziehungen ihn stellen : zum Vaterlande, zur Antike, zu den mitlebenden Kulturvölkern. Als letztes bewusstes Glied einer langen Kette verbindet der Lehrer den heranwachsenden Menschen mit diesen drei geistigen Welten. Die vaterlän-

What is a
Cultured
Man ?

dische Welt der Vergangenheit und Gegenwart eröffnet ihm der Lehrer des Deutschen und der Geschichte, die Geisteswelt des Altertums der klassische Philolog; der Lehrer des Französischen und Englischen (Deutschen) aber verbindet den Schüler mit der Kulturwelt der Gegenwart ausserhalb seines Vaterlandes, er ergänzt die nationale Bildung zur Weltbildung; er erzieht im Knaben den bewussten Mitarbeiter an den grossen gemeinsamen Aufgaben der Menschheit, indem er mittels der fremden Sprache und ihrer Werke ihm das freie Verständniss für Heimat, Leben, und Sitte der beiden grössten mitlebenden Völker zu erschliessen trachtet." ¹

It is only a small beginning we can hope to make in even the best planned high school course. If properly fostered, however, an interest may be awakened within the minds of the pupils for the great nations beyond our own, which will bear good fruit in their later intellectual development. In the school the pupil should begin to learn that, however great his native country is, it is impossible for it alone to work out the salvation of humanity. He should learn to appreciate the good qualities of other nations, and judge their weakness or strength with some degree of correctness and fairness. Foreigners often criticise our civilization severely, sometimes with justice, more often unjustly, through ignorance. And we do the same! Certain traits of character, habits, manners, peculiar to foreigners, we condemn simply because we are not accustomed to them. Much of the enmity and dislike

¹ "Die Aufgabe des neusprachlichen Unterrichts und die Vorbildung der Lehrer," Waetzoldt, Berlin, 1892.

between nations is due to utter ignorance of each other on the part of the masses. Every political action is eyed with suspicion and distrust, and their very best characteristics are misinterpreted because misunderstood. Surely there is a great work for modern languages and modern language teachers, in battering down some of the prejudices that exist largely as a result of generations of ignorance.

The formal or disciplinary value of German lies deeper than the cultural, and any discussion is open to dispute. Everywhere there are quicksands into which one is likely to fall if one attempts to reduce the value to anything like a definite system. We are in need of scientific work, in this special field, by language scholars possessing the necessary equipment in psychology. A beginning has been made by A. Ohlert in "Das Studium der Sprachen und die geistige Bildung."¹ These pages and other works of Ohlert, notably his "Allgemeine Methodik des Sprachunterrichts in kritischer Begründung,"² deserve careful study by those who are interested in the solution of this perplexing problem. Unfortunately the results obtained by him are almost negative, especially when we consider the great emphasis laid in the last century upon the special mental training to be derived from foreign language study, particularly from the study of Latin and Greek grammar. Since the days of Pestalozzi, the catch-word "formale Bildung" has played a great rôle in

¹ "Das Studium der Sprachen und die geistige Bildung. Sammlung von Abhandlungen aus dem Gebiete der pädagogischen Psychologie," Ohlert, 2. Band, 7. Heft, Berlin, 1899.

² "Allgemeine Methodik des Sprachunterrichts in kritischer Begründung," Ohlert, Hannover, 1893.

pedagogy. When speaking the foreign language (here Latin) ceased to be the chief practical aim of instruction, Latin grammar began more and more to take its place, more especially as there was nothing else to replace it. In the study of grammar pedagogues came to believe that they possessed a universal means of strengthening the mind. The mental gymnastics, as practised on the difficult rules of grammar and syntax, and, particularly, translations from the mother-tongue into Latin, were believed to sharpen the pupil's mind and strengthen his memory and will power, besides training in logical thinking. The theory of the disciplinary value of foreign language study was based upon two assumptions, both of which are now discarded by psychologists as unsound. It was assumed in the first place that language, particularly Latin, was logical in its structure, and hence offered material par excellence for teaching logical thought and its expression. However, modern psychology would hold that language is primarily only psychological by nature. Even if we grant that Latin is excellent as a type of language and that the pupil by studying it will doubtless grow in intellectual power, experience teaches us daily that one may have a well disciplined mind, and may be a logical thinker without having had the unique training that Latin was and is still held to give. Logical thinking comes to one as the result of the study of the thought, and not from study of the linguistic form in which the thought is moulded. English, then, and the various sciences, can also be made effective instruments for sound training. Neither Latin nor the modern foreign language holds a monopoly as regards "formale Bildung."

The second psychological fallacy was the belief that the mind is made up of faculties which can be developed in much the same way as we develop our muscles. Modern psychology admits that the senses alone are capable of being directly trained. The pianist can train his sense of touch or sound, the artist of form or color, etc. We still use the terms memory, will, judgment, for the sake of convenience of terminology. They are, however, only attributes of the mind, manifestations of our mental life. The mind itself is a unit. Let us take, for instance, reason. If we could give exercises to increase a general faculty of reasoning, we should expect a man to furnish us with sound judgments on any subject we might choose. We all know, however, that the value of a man's judgments depends upon the clearness and sharpness of his concepts in a given field of thought and his ability to analyze and utilize them well in a particular case. We might discuss memory and the other so-called faculties of the mind in much the same way. In every case we should find that we are not dealing with training in the old-fashioned sense at all.

Latterly, one hears less of making formal training, in the narrow sense, a pedagogical aim in itself, especially in the study of modern languages. Teachers take it for granted that a certain value lurks in every subject, if taught in accordance with psychological laws, as we understand them, without bothering much about the peculiar worth of a particular study judged from this standpoint alone. They seek to find other more positive reasons for the study of modern languages, especially along the lines social in aim. Briefly, what disciplinary value can we definitely ascribe to language

study—in the present case German—in high school work? The study of forms and syntax, the translation from and into the foreign tongue, the acquisition and study of a vocabulary, all these have a moulding influence on the mind. The study of a foreign language implies a never-ending, many-sided, process of comparison with the mother-tongue, in thought, and in expression of thought. Each nation has its own peculiar point of view. It sees the world without with different eyes, and accordingly emphasizes different aspects in its language. By this constant exercise in comparison, ideas take on not only a fuller significance, but become sharper and more clearly defined. It is possible that little is added numerically to our ideas, but, on the other hand, what we already know is broadened and supplemented by fresh new views and ways of looking at things, and new modes of expression. Moreover, in learning modern languages there is another pedagogical factor present: the emphasis laid upon the spoken language, in the class-room, gives rise to exercises having a distinct value in themselves. The training in correct articulation, in the power to hear and read accurately and readily, in speaking—by which the pupils gain flexibility and security in the control of vocabulary and forms, all these undoubtedly have a decided pedagogical value.

CHAPTER II.

AIM OF A COURSE.

THE practical outcome of a school course is the first problem to confront us, and hence it is of vital importance to consider at the outset what it is best worth our while to accomplish, before attempting to determine how it is to be accomplished. A clear insight into what is the most important end to be kept in view, a separation of the major from the minor, a concentration of the many lines of study in planning a language course, these are far from simple to attain, yet it is only by close attention to these points we can secure any high grade of efficiency in the work. And even after having made, what appears to be, the best choice, the path is not easy to follow. There are so many things to be done, and some are so alluring, that it is far too easy in actual practice to become unbalanced as to the relative value of this or that kind of work, and, in so doing, to lose sight of the ultimate goal we set out to gain.

The highest ideal knowledge of a foreign language would mean, that one could use it as a second mother-tongue; that one could use it with equal degree of freedom in speaking, reading, or writing. It is an open question whether one can ever become absolutely bi-lingual, whether it is possible to command equal mastery of two sets of symbols to express one's ideas. At any rate, a close approximation would take years of the most strenuous application, under the most

Highest
Ideal.

favorable circumstances. Even then the large majority would never accomplish it, in fact, only the most gifted.

The most favorable conditions, obviously, are found in the land where the foreign language is spoken. But mere years of association with the people is by no means all. The

advantages of environment must, at every
Varying
Conditions. point, be supplemented by earnest, untiring effort after perfection. From residence

abroad, there is a downward scale of values of conditions for the acquisition of a foreign language, from study and association with a tutor who lives with his charge (as suggested by Locke some centuries ago), to lessons under a private teacher. If we confine the discussion to the practical requirements, we must relegate the school to a very low place in the scale, and, other things being equal, such as equipment of teacher, number of hours, etc., the larger the classes, the lower the chances of success. How to teach languages from books, and how to overcome the seemingly insurmountable difficulties of environment, has troubled thoughtful pedagogues for ages. Even in the days when Latin was the spoken language of the world of culture, and was practically the only subject taught in the schools, there were constant complaints that the results were far from being commensurate with the time expended, and so we find many methodizers, Ascham, Ratke, Comenius, and others trying hard to systematize the work, and increase the pupil's practical command of Latin. Those were golden days for practical results in Latin study, and yet the obstacles to be overcome, and the limitations that had to be set, were not small, if we can judge from a study of these methodizers' books.

It is obvious to any one who has had experience in teaching modern languages, or has given thought to the matter, that the present day school curriculum does not warrant teachers laying equal stress upon speaking, reading, and writing. To attempt to carry out such a scheme under present secondary school conditions, is to court failure. The teacher will not find time to do any one sufficiently well. Lest we squander valuable time it will be better to have a clear idea of relative values, and, as an outcome, to make a careful adjustment of the various kinds of work; to decide upon making one thing the chief goal towards which we strive; and only to use other forms wherever there will be a distinct gain thereby. Shall we lay chief stress upon speaking, reading, or writing? The choice ought to be largely determined by at least these factors: time and school conditions, demands of society and probable future use, and greatest permanent value in the intellectual life of the individual.

After some years' experience, and under tolerably favorable conditions, I am convinced that there is time in a secondary school course of four years, or even three, to teach pupils how to speak German with a considerable degree of fluency and precision, within a very limited field. We can teach what one might call, for lack of a better term, travel talk. We can expect to do even more than this, I feel warranted in saying. Given a clever, interesting teacher, excellently equipped for just this type of work, and put him in charge of a class of a dozen or fifteen, and the chances are distinctly favorable for success, within the narrow boundaries set.

**Speaking
the Chief Aim.**

But, on the other hand, every moment of the time must be utilized for oral exercises, or work intimately connected with them and expressly meant to further a conversational readiness. There will be little time that can be devoted to reading for reading's sake. The only reading will be of such a nature as to be capable of being moulded into conversation, and the vocabulary will necessarily be restricted to the common words of every-day life, for it is only by keeping down the stock of words and expressions, and by employing them almost daily in as varied relations as the ingenious teacher can devise, that a course in conversation can possibly thrive. This is the height of utilitarianism in the study!

Again, if we choose to send boys of the high school to a business school, or rather, if we make a sort of business course of German instruction and teach pupils foreign corre-

<p>Writing the Chief Aim.</p>	<p>spondence, I see no reason to suppose that this cannot be done equally successfully under the same conditions as I have mentioned above. In order to learn how to write there is no need to learn how to speak, or to learn the vocabulary of every-day life. The knowledge of the comparatively narrow technical nomenclature of trade, and the necessary business letter formulas, are not difficult of attainment. Time, and constant practice, will assure almost mechanical accuracy and precision. Here too, all the work must be confined strictly to the business field and phraseology. The ordinary German story will be a sealed book to the pupil.</p>
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If we choose reading as the chief aim of modern language study in schools, and simply consider time and conditions of school life, there is no doubt that a pupil will realize a

seemingly greater return for his investment of energy, than by accentuating the other elements of language study, namely speaking and writing, for reading merely requires receptive knowledge of vocabulary, and very little productive knowledge even of grammar. A productive knowledge of vocabulary and grammar, of a suitable degree for a speaking command, is acquired slowly and with difficulty. It means constant repetition and practice within narrow confines, while a reading knowledge goes forward quickly and easily, running as it does along the lines of least resistance. Learning to speak is a complex process, compared with learning to read. The proper coördination between the physical and the psychical takes time and care. The words themselves must really be alive before there can be any question of using them in speaking, and the usages of grammar and syntax must have advanced from the passive to the active state. Every phase of the study must be quickened, and associations must be so strong as to have passed from the stage of recognition to the far higher one of habit.

But aside from the fact that a pupil seems to get better returns for the time spent if reading is chosen as the chief aim of the study of German, there is another argument which

**Why we Make
Reading the
Chief Aim.**

tends to confirm this view, namely, the cultural requirements of the present age. Some few centuries ago, as we have said, Latin occupied a foremost place in the education and life of the individual. It was necessary for the man who was to have any standing in educated society to acquire as perfect a mastery of Latin as possible, more perfect often than he

possessed of his native tongue. The requirements of to-day have shifted. The man of liberal education is expected to have studied Latin in the secondary school, and perhaps during a part of his college course, where the most he gains in handling the language is a more or less ready reading ability, generally less ! In after life he loses even this power through neglect. It is taken for granted that he has once studied the subject, but no one questions the outcome of the years of study from the practical linguistic standpoint. We do expect, however, that the educated man shall have acquired through the study of Latin, some knowledge of Roman civilization and its influence in the development of the human race, its connection with, and influence upon, modern life. Are the social demands different in the case of German and French ? The most that we expect of a man of culture is, that he shall be able to read these languages and have some knowledge of their literatures, and the place of the nations in modern civilization. Anything beyond that (*i. e.*, a speaking knowledge) is rather viewed in the light of an accomplishment.

We expect, of course, that the teacher of modern languages should be able to speak the language he teaches ; it is an important part of his professional equipment. Whether he

should teach his pupils the accomplishment
 Speaking is an Accomplish-
 ment.

entirely depends, as has been said, upon the relative values we give to speaking and reading. The power to speak a language, I insist, is merely an accomplishment, to be compared in some respects to the ability to play the piano or sing. It is a very acceptable accomplishment, no doubt, which most people are proud to

possess! Tradition, however, has given a false educational value to the power of speaking a language. We are liable to make the mistake and rate a man or woman who can speak two or three languages as better educated than one who can only use his mother-tongue. It would not be difficult, however, to prove that the practical linguist and the educated man are not always identical.

There is another important consideration, in fact the weightiest from the practical standpoint, that must be brought forward in favor of reading. No one would be so rash as to presume that we could get anything like a thorough knowledge of German in school, or anywhere for that matter, in two, three, or possibly four years. We ought, then, to choose as a basis that element which will potentially give the pupils, in later life, the greatest pleasure and profit. Countries, no doubt, differ widely in their needs in the study of modern languages. There are countries, like Holland and Belgium, so geographically situated that a speaking command might be as desirable, or even more so, than a reading one, in the schools. The chances of using and augmenting the oral proficiency acquired there are exceedingly great. Here, in the United States, isolated as we are, practical conversational knowledge is of very doubtful value for the rank and file, compared with a reading knowledge. Americans are great travellers, and swarm all over Europe every summer, and there are localities in the States themselves where the ability to carry on a conversation in German would very often come in handy, but, after all, one might safely say that the large majority of our pupils will never have occasion to speak. Some few will

**Reading
forms
a Basis.**

doubtless talk now and then, but not often enough to compensate for the time and trouble taken to enable them to talk, and the saddest part of all, not often enough to prevent the accomplishment falling into decay through disuse. For nothing is more elusive than the power to control a language orally. It takes both a long time and much trouble to get facility in expressing oneself in the foreign idiom, and yet, everyone who has acquired this technique knows the result of too little practice. But even if we grant that it is not really forgotten, that it has merely become dull, and in a short time with the return of practice and opportunity, it will shine as brightly as ever, is it not giving a false value to skill which can only now and then be used, at indefinite intervals dependent upon mere chance and circumstance? It is not always easy to find opportunities to associate with Germans, but, on the other hand, German books can easily be our companions as often as we like. Many pupils, no doubt, will drop the language entirely in after life, still the chances for keeping up a reading knowledge, as against a speaking one, are decidedly in favor of the former. There is no doubt that enough reading power can be gained in school to make reading a pleasure, so that, instead of falling into decay, the power acquired in school will improve from year to year.

In spite of the objections we have raised to making an oral command of the language anything more than a subordinate aim, compared with the general aim—reading, we must not forget that conversational exercises occupy an important place in modern language teaching, pedagogically considered. Although not to be regarded as an

end in themselves, they are an indispensable means to an end. Experience teaches us that a just proportion of time spent on oral exercises gives a firmer grasp of grammar and vocabulary. Indirectly, too, we appease our consciences, because we are also laying a good foundation for future chance growth along purely practical lines. We are doing the very best for the ninety-eight or ninety-nine who will never have occasion to use the language beyond reading, and at the same time, we are teaching the one or two, who will have occasion to use it later, to master the spoken language. The proper emphasis and correct teaching of conversation undoubtedly give the pupil a good start, and provide him with right tendencies, whether he continues to read the language after he leaves the secondary school, or develops the oral side. Further discussion of how we are to bring about the desired result belongs more directly to the chapter on Work in Speaking.

With recent years there has been a growing emphasis upon exercises in conversation in modern language school work, notably in Germany. There the more pronounced

Reformers have insisted that the spoken language should receive a large share of attention, and it would seem as if speaking the language were the chief practical aim sought, that all other lines of work were either subordinate to, or were intended to grow out of the pupil's oral command of the language. Instead of devoting the time of the class to reading, the first years of the course are spent, largely, in oral and written exercises calculated to give the pupils a firm grasp of the spoken language within a restricted field. The pupil

**Conversational
Exercises.**

**Reformers on
"Speaking."**

learns to use orally, practically everything. There seems to be little reading for reading's sake, particularly in the lower classes. This is the impression gathered from a study of the "Reform" literature, and confirmed by observation of the work in the schools. This is, however, not the place to discuss the question of the importance of "Sprechübungen" in German schools, a question by no means settled in Germany at the present time. We are face to face with a different problem here in the secondary schools of the United States, where the time granted for the study is four years at the most, and often much less. To build up a systematic vocabulary and knowledge of grammar chiefly through oral exercises, to put everything studied through the oral mill, would leave us no time for reading. As has been truly said :

"It postpones our reading to a stage that is beyond our secondary period."¹

Before the discussion of the details of a modern language course, it is also worth while to consider, briefly at least, these three points : the teacher, the pupil, and the class, with regard to their equipment for the work.

The foundation for modern language teaching lies in the fitness of the teacher for his work. He must be well equipped by knowledge of subject, and must possess the right kind of personality. An elaborately

The Teacher.

organized scheme of instruction is in itself powerless to secure good results, if the motive power (the teacher) is too weak in every way to carry it out, except in an inefficient and demoralizing manner. With good teachers, on the other hand, who know their subject

¹ "Report of Com.," p. 1401.

and are attractive to their pupils both by breadth of culture and sympathetic personality, the solution of the method's problem need no longer cause much anxiety. A combination of both qualities is indispensable, and unfortunately, they are not always found in the same person.

Particularly in modern language work, a kind of personality that inspires enthusiasm is wanted. The teacher ought himself to be very impressionable to German literature and German civilization, and possess

Personality.

the power to arouse the interest of his pupils for what is best and truest. So much depends upon the teacher's alertness of mind and body. He must have sharp ears and sharp eyes, quick to hear and see mistakes, to diagnose their causes, and to correct them. Without being superficial, the modern language teacher should be versatile in his work in the class-room. Essential details of study, uninteresting perhaps in themselves, seem less formidable under the guidance of a teacher who has the gift of arranging the work in a way that inspires pleasure and confidence.

The emphasis given of late years to the oral side of language as an important factor in the course, and the consequent higher demands on the teacher on the practical side,

**Germans
for
German.**

brings us face to face with the question whether it would not be better to seek native-born Germans for teachers in secondary work. The American-born teacher most assuredly must not be found wanting in practical knowledge of his subject, although it is not demanded of him that he should speak like a native German. Granted, however, that he has an accurate knowledge of the spoken language within a

limited range, naturally in addition to the other requisites stated below, the American teacher has many important advantages in his favor. Germany gave up the system of having "*maîtres des langues*" over a generation ago. One of the complaints made against the native Frenchman was on the score of discipline, and in England we constantly hear criticisms of similar nature—the foreigners cannot control the boys. Certainly the inability to keep order, and as the natural outcome, to secure good work, are radical defects in any teacher. If we try to analyze from the standpoint of the pupils, why the foreigner often has trouble with a class, we shall find certain influences at work. In the first place, there is lacking a natural bond of sympathy between the foreign-born teacher and the pupils. He is not one of them, he has been brought up differently, he has different manners of speech, of dress, of doing things, a different temperament. All these matters may be extremely slight, perhaps hardly noticeable to the adult, but they are magnified in the mind of the American boy or girl to the teacher's disadvantage. In the second place, there is the foreigner's more or less imperfect knowledge of English, or at least imperfect accent. This keeps him a foreigner in the eyes of the class. But apart from the purely personal side of the question, which no doubt can easily be exaggerated, the inability to use the English language as his mother-tongue serves to weaken his work in teaching, especially in explanations and in correcting translation, and the latter point, after all, plays a very important rôle in modern language instruction in the United States. A German-born teacher labors under a third disadvantage. In teaching his

mother-tongue he is likely to fail in getting the pupils' point of view as to its difficulties. The American who has learned the language himself, with a knowledge of the English language as a starting point, can better realize and better meet the difficulties which the German language presents to the pupils. In learning German his mind has worked along similar lines to those on which the pupils are now working, and accordingly he appreciates more accurately the troubles the boys and girls have with the study. It is difficult enough for the teacher who has learnt the language after years of study, to work down at the pupils' level; how much more for a German who never, at any time in his life, has gone through the same process of learning the language he is now called upon to teach. It is needless to say that there must be many foreigners who have wholly overcome these disadvantages, to which I have alluded, or who have, in spite of them, proved themselves most excellent teachers. We maintain, however, that the principle of American-born teachers, with American ideals, for America, is the sound one, as has been proved in German-born teachers for Germany.

On the other hand, as has been stated, the American-born teacher "cannot afford to be vulnerable in so vital a point as the practical command of the language in which he has undertaken to give instruction."¹

How the American modern language teacher is to obtain the requisite practice is a question which cannot be dealt with here at length. It seems hardly to be expected that colleges will give the kind of training necessary. The large

¹ "Report of Com.," p. 1404.

majority of college courses are, and will be perhaps for a long time to come preëminently reading courses.

Their The reasons for this are not far to seek.
College
Preparation. At present many students begin the study of either French or German in college. It is required work, often dropped at the end of a year. The classes are large, time is short, and the pupils are, as a rule, too old to do easily the kind of work demanded for even the rudiments of an oral command of the language. Moreover, the students come from all parts of the country and have not been uniformly trained in their linguistic work. It is obviously impossible in the second year to build up a speaking knowledge upon such a foundation, even if deemed important. It seems, however, that something ought to be done by way of enabling pupils who come to college well prepared in reading, and with some facility in speaking, to go on with their work in much the same way. There ought not to be a break in method between the high school and the college. If pupils had a course, such as we propose to advocate in this book, for four years in high school, and could then receive another four years' training along similar lines in college, the chances of finding suitable material ready for special work in methods of teaching modern languages would be far greater than at present. Here again lack of uniformity in preparation of students presenting German for entrance, no doubt prescribes to a great extent the kind of work attempted in college classes. There is also unfortunately, a certain tradition that college courses should follow the lines laid down in the teaching of the classics, *i. e.*, they are almost entirely reading courses, for the study of the literature.

Opportunities for increasing the oral command of the language are offered in special courses, to be sure, and in some other ways not necessary to specify here, but the results of these special courses are weakened materially by the fact that the pupils are ill prepared to profit by them, either because of the insufficient training that they brought with them from the secondary school, or from the lack of opportunity, in a regular literary college course, to do work of a colloquial nature. The present outlook of obtaining college graduates with a suitable practical command of the language is not very hopeful, unless they have enjoyed other outside advantages, such as residence abroad, foreign parentage, or opportunity of associating with foreigners.

The work done in the "Lehrerinnen-seminare" in Germany is suggestive. Before entering, the girls have, through years of study in the "Höhere Mädchenschulen," acquired an excellent foundation in reading, writing and speaking the foreign tongue. The three years spent in the "Seminar" build upon this knowledge, but make it more accurate, and put it upon a more scientific basis. The method, in other respects, remains the same, *i. e.*, in addition to appropriate work in reading, grammar, etc., the power to speak also receives its due share of attention as an organized part of the course. At the end of the time, the equipment of the young "Lehrerin," as far as ability to speak is concerned, is indeed astonishing. She certainly puts the German university student, who intends teaching modern languages, to shame.

In the United States there are two ways open. There could be special courses for intending teachers, either given

by colleges or better by professional schools for the training of teachers. I mean subject matter courses, one important object of which is to further the speaking knowledge of the prospective teachers. In other words, if it is not feasible to include oral exercises in the regular literary courses, special parallel courses running through the whole four years ought to find a legitimate place in college announcements; courses where, in every lesson, the opportunity is given to use the foreign tongue in speaking, along the same lines as will be advocated in this book. It might be even possible to have special sections which shall contain graded students who have already gained some facility in handling the spoken language and who wish to increase it. If it can be clearly shown that work in speaking is a means of better understanding the language and literature in high school, I see nothing derogatory in employing the same method in college classes, if not in the regular courses, then in special ones. I do not mean to say that even a high school course in which speaking received due recognition, plus four years along the same general lines in college, will be sufficient preparation for teaching. The student must take every advantage he can of using the language, either in other more purely conversational courses, or outside college. Still eight years, or even six years, of training will give the student a good start, and equip him better to do the more technical work in teaching, such as given at Teachers College, Columbia University.

In spite of the sacrifice it often means to spend six months or a year in Germany, no teacher can be said to be well

equipped for the work of teaching German who has not done so. It is not by what one gains in one's practical command of the language that one alone is benefited ; we learn also about the people first hand. The time spent among the people themselves must assuredly have a most stimulating effect on our knowledge of German, and this new light that we have received will certainly be reflected to the benefit of our pupils.

In passing, a word about the various summer courses given at the German Universities of Marburg, Jena, and Greifswald. In addition to the lectures, sometimes of excellent value, one has abundant opportunity to speak German by living in an educated family. The greatest good that I got personally, however, was from associating with teachers from a large number of different countries — from Holland, Sweden, Norway, France, England, Scotland, Russia, as well as from other parts of America and Germany. They did not always speak German with the accuracy or fluency to be desired, still the exchange of ideas on teaching was most valuable.

A teacher should certainly not be wanting in a practical command of the language, augmented, if possible, by residence abroad, and it goes without saying he should be a man of broad, liberal culture and natural refinement. These qualifications by no means exhaust the list of fundamental requirements. He should have received considerable linguistic training in other languages, indeed Latin and Greek and a good knowledge of French are very important.

With regard to his own special field, he should thoroughly have studied the history of the development of the German language, its relation to other members of the Indo-Germanic group, and have a reading acquaintance with some of the more important branches. He should possess a knowledge of the literature such as comes from a first-hand study of the important works in the different periods, from Gothic, downwards through the centuries. He should have read widely, and studied carefully, the more modern periods. A knowledge of phonetics is also essential, both as an aid to his philological studies and as a preparation for actual teaching. Every teacher should not only know what constitutes a good pronunciation, but also how the various speech-sounds are produced. For further discussion see chapter on Pronunciation, p. 39.

**Philological
Training.**

Leaving purely linguistic studies, the teacher ought to have a good knowledge of German history, and have read other books with the idea of gaining a clear insight into German civilization. Especially the modern development of Germany into a great empire should receive a great share of attention.

**German
History.**

Residence abroad, and trips now and then, with the help of books, will serve to give and keep alive such knowledge of German characteristics and customs. From the standpoint of method the teacher surely ought to have, in addition to a general knowledge of pedagogy, a special knowledge of methods of teaching languages from the historical standpoint, and an interest in general methodological discussion.

As for the pupil, his previous training in English, as a factor in the study of German, I also wish to suggest in this

connection. In the days of the "old humanism," the boy began Latin after he had acquired a very rudimentary vocabulary and knowledge of his mother-tongue. Teachers did not take this knowledge of the mother-tongue into consideration; on the contrary, Latin became of first importance from the outset, and the vernacular was kept in the background as something unworthy of study. To-day, with other educational ideals, foreign language study has lost its prestige, and the study of the mother-tongue has been gradually coming into its rightful inheritance. But it should play the most important part in the mental development of the child, not only in principle, but in fact. The foreign language should not be taken up until the child has obtained a considerable degree of facility in thought and expression. It is not my intention here, however, to fix when such supplementary studies as Latin, French, and German should be begun. As a matter of fact, they are usually begun late enough in this country, to presuppose the necessary grounding in English upon which modern language teachers can safely build.

Whatever method the teacher may use, he cannot expect to be successful if the pupil has never been taught his own language properly. It is like building the second story to a house before the framework of the first is sufficiently finished. Still it is no uncommon condition to find a large number of pupils who have no clear conception of English grammar; even pupils of fifteen, sixteen, and seventeen are set to learn a foreign language, and yet have the most confused, worthless ideas of the ordinary technical expressions, such as subject, object,

The Pupil.

**The "Old
Humanism."**

**Pupil's
Training
in English.**

noun, verb, etc. The high school teacher of foreign languages, instead of being able to count upon an elementary knowledge of grammar common to all languages studied in school, finds that his time must be spent in doing what should have been done, and could have been better done, years ago in the elementary school.

It seems, at times, as if the teachers themselves lack sufficient linguistic training to teach the type of formal grammatical work necessary for sound language study, whether for Latin, German, or English. I do not mean to imply that the teachers should go back to the methods of grammar study in vogue a few years ago, and still to be met with in some schools. The mere parrot-like memorizing of rules, so taught that they can mean nothing concrete to the pupils, is not what is needed. We do not believe in that kind of instruction for a foreign language; it would be equally, if not more, deadening in the English classes. Still any language study, either French, German, or English, which neglects the formal side of the work, can never be anything but superficial in its results, and will stunt the child mind for future sound linguistic study. The maturer student who takes up the study of philology finds himself hampered because of his insufficient training in the mother-tongue. Grammar is dull, the children do not like it, we hear said. I do not believe this will be true if the teacher knows the subject and how to teach it. The modern language teacher is, after all, very humble in his demands, and does not ask too much of boys and girls of fourteen and fifteen. The requirements are well summarized by Professor Baker, in "The Teaching of English in the Elementary School," pp.

150¹: "The body of grammatical facts appropriate to the elementary school is rather limited. It might be summed up about as follows :

"I. A knowledge of the sentence sufficient to analyze and parse it down to its single words, except, of course, in the case of phrases that are so idiomatic that they render analysis absurd.

"II. An understanding of case and a knowledge of case relationships including not only the nominative, genitive, and objective (or accusative), but also the dative and the vocative.

"III. An acquaintance with the verb in its varied aspects of voice, mood, and tense ; transitive and intransitive participles and their uses.

"IV. A knowledge of all the common inflections as they appear in nouns, pronouns, adjectives, verbs, and adverbs.

"V. The various kinds of nouns, pronouns, adjectives, adverbs, and conjunctions.

"VI. The simple rules of syntax, particularly those whose violation is common in oral speech.

"VII. The power to distinguish between relationships where the form may be the same but the meaning twofold, as in phrases like 'the love of God.'

"VIII. A brief general history of the language as to its origin ; some of the historical facts that throw light on present forms, like the genitive and dative cases, the verb phrases, etc."

One of the greatest hindrances to good work, particularly in the larger cities of Germany and of our own country, is

¹ "The Teaching of English," Carpenter, Baker and Scott, New York.

the size of the classes. Too large classes make good results impossible, even in the hands of a good teacher.

The Class.

In my estimation no subject suffers so much from crowded classes as language work, for the result of no other subject depends so much upon the oral practice of the pupil. In order to learn a language, particularly a living language, the teacher must have the opportunity to call upon each individual pupil often.

This oral work in the language is very necessary even when reading is made the practical goal of instruction, and it is, of course, fundamental when speaking is the chief end.

It is only when abundant opportunities are offered to each individual pupil that there can be any question of his acquiring any speaking knowledge worthy of the name. We know that the accomplishment of speaking a foreign language has a physical as well as a psychical side. To speak well presupposes a co-ordination of both forces, physical and psychical, but before the harmonious working together can be brought about, one needs not only a long period of study, but during this time, intensive daily practice. Even if we content ourselves with just teaching enough speaking to satisfy our demands, *i. e.*, of teaching the class to read, each pupil, especially in the lower classes, must receive a great deal of individual attention. How is this possible in classes of forty or forty-five? It is certainly wonderful what some teachers can accomplish under such, for our subject, abnormal conditions. It is killing work for the teacher, however, and sooner or later, he either breaks down under the excessive strain, or he adopts a less tiring method of teaching. Thus too large classes

**Oral Work
in Class.**

have a demoralizing effect on the teacher who is capable of doing, and under less trying conditions would be willing to do, more for his pupils.

To suggest a remedy against over-crowding, except the obvious one of increasing the staff of teachers, is not an easy matter. It is especially in the earlier stages of instruction that relief is most needed. After the pupils have gained a knowledge of pronunciation, and an elementary vocabulary, etc., and, above all, a right attitude towards the new language, the effect is not so injurious as in the first year, say, of language study. In schools where there is a tendency to have large classes, it would seem almost advisable to halve the divisions for modern language work, even at the expense of the pupils having fewer hours a week.

What

Remedy Can

We Suggest?

CHAPTER III.

PRONUNCIATION.

THE Reform movement in Germany has done an important service to modern language instruction through the emphasis it has laid on pronunciation. Under the old regime before the days of the new movement, there was generally great neglect of this important element of the course. It was partly due to the fact that the teachers themselves possessed a faulty pronunciation, and thus did not realize the great differences existing in it, and partly because a good pronunciation was not considered important enough to deserve the time it would take to obtain in a course almost entirely made up of translation and grammatical study. With the radical shifting of the emphasis to speaking, to the spoken word as the basis of modern language work, a correspondingly great change in the value set upon correct pronunciation was an inevitable consequence.

Fortunately the time was auspicious for placing pronunciation in school work on a high plane, because of the progress made in the scientific study of phonetics. The results of such writers as Bell, Ellis, and Sweet, in England, of Sievers, Trautmann, Techmer, Viëtor, and others, in Germany, and of Passy, and others, in France, were utilized for school purposes. The greatest influence, however, was on the teachers themselves. They saw that their mistakes would be passed on to the

Study of
Phonetics.

pupils; that in order to expect a tolerable pronunciation from the pupils, they must themselves, by earnest study of phonetics and practice, try to correct defects in their own; that each individual must overcome by systematic training, the influences of dialect on the pronunciation of the foreign language. They realized that their study of phonetics should show practical results in the school-room, that the teacher should not only be a model as regards pronunciation, but should also be in a position to explain accurately how sounds differing from the mother-tongue should be made. He should possess a working knowledge of phonetics, and not limit his study to securing a good pronunciation himself and the knowledge of how to keep that good pronunciation, once acquired.

The high standard set up by the Reformers in this important part of modern language work is one which American teachers ought also to make their own. A good pronunciation on the part of teacher and pupil is of fundamental importance. It is worth all the time and trouble taken to obtain it. Whether we make a speaking knowledge of paramount importance, or a reading knowledge (as I advocate for America), it is necessary that the pupils should learn to pronounce, and later to read, accurately and fluently. For successful work the pupil must be taught from the very first to hear, see, and pronounce correctly. Each factor is important. The pupil who is never taught by the teacher to pronounce a word twice alike, who stumbles repeatedly, who is never sure from the first day to the last day of the course, is greatly handicapped for any future growth along the lines of a practical

**Importance
of a Good
Pronunciation.**

command of the language. And although in school work our main object is to teach a reading knowledge, because we cannot do everything and that seems to be the most important, still the teacher has no right to stunt the pupil's growth along the lines of a speaking knowledge. This is certainly done if pronunciation is neglected at any time during the secondary school course. Even if we leave out future possibilities of using the language, the course suffers. To form right habits of pronunciation is as essential as to teach right habits in any discipline. We strive to teach grammar correctly, with equal justice we must, for the pupil's sake, teach pronunciation as correctly as lies in our power.

As I have already intimated, we must begin with ourselves, examine our own defects in pronunciation, and by study and practice seek to remedy them, so that we can act as a good model for our pupils to copy. It does not follow as a matter of course that the pupils will pronounce well simply because the teacher does so, but on the other hand, a teacher with a faulty pronunciation cannot hope to teach a better pronunciation than he himself possesses. For after all is said and done, imitation is the greatest force in teaching a good pronunciation. A good model has a strong tendency towards securing good results, and *vice versa*.

It is by no means sufficient for the teacher to have learnt the language in Germany. Even then he may have a good pronunciation or a bad one. As it is largely gained by imi-

The Teacher as a Model. tation, perhaps unconscious, of the people with whom he has come in contact, it is likely to be filled with dialectic peculiarities. The student who has

Study Abroad.

learned the language in Berlin, will not speak with the same accent as the student who has spent his time in Munich, for example. Above all he will find, if he examines his pronunciation, that it is full of little discrepancies, that he is not consistent in his pronunciation. For example, he pronounces the final "g" in various ways, but there is a lack of system in it. If he has studied in a number of places, all the more he needs to get some standard which he can safely follow.

The teacher of German birth labors under similar disadvantages, indeed is more heavily handicapped as a rule. He usually speaks the dialect of his native province, and thus

**The German
of Germans.** needs to know how far his speech differs from what we may call a standard of pronunciation for teaching in American schools. The German nation has long had a literary language, but it is a written one, not a spoken. The inhabitants of the different territorial divisions of the German Empire learn to read a common language, but each pronounces it in the manner peculiar to his own locality. In spite of the predominance of Prussia, and the importance that Berlin has assumed as its capital, its influence on pronunciation is not to be compared with that which Paris has exercised in France, and London in England. With the spread of education and modern intercourse, there is of course a strong tendency, especially among the higher classes in the larger towns, towards greater uniformity, still even to-day there is considerable divergence between the pronunciation of Northern, Middle, and Southern Germany — a divergence which will long continue to exist.

We shall look in vain for any one place where standard German is spoken, for every province has its provincialisms.

Even the pronunciation in Hanover, so long in vogue in England, is in many respects not worthy of
Correct German Pronunciation. "correct" German, that is the pronunciation which follows the orthography most closely, is spoken in North Germany. One reason for this is that the native dialect is so very different from the High German of the literary language. In a way, the literary language is a foreign language to the inhabitants of North Germany, it is a book language to them, and so has received more careful study than elsewhere. The influence of Prussia too, political and literary, as the largest state in the Empire, has also tended to bring the language of North Germany into good repute. With some exceptions, this is the language adopted by the German stage, the present standard pronunciation as far as there can be any standard. "A common pronunciation for the stage is absolutely necessary!" as Breul¹ says, "a play like 'Iphigenie' would be completely spoilt if Orestes were to speak Swabian, Pylades — Westphalian, Iphigenia — Saxon, and King Thoas — East Prussian."

For a long time the theatre has accordingly aimed at one pronunciation, free from dialect, for every stage in Germany, the so-called "Bühnendeutsch." The standard was at first
Stage German. set by men who had little or no schooling in phonetics, and consequently not always reliable knowledge. Latterly, however, there has been a movement, notably on the part of some University Professors, to put this normalized pronunciation on a firm basis. In April, 1898, a Commission met in Berlin of rep-

¹ "The Teaching of Modern Foreign Languages," London, 1899.

representatives of the Bühnenverein, Graf von Hochberg of Berlin, Freiherr von Ledebur of Schwerin, and Dr. Eduard Tempelkey of Koburg ; University representatives, Professor Sievers of Leipzig, Professor Luick of Graz, and Professor Siebs of Greifswald. Professor Seemüller of Innsbrück, and Professor Viëtor of Marburg, were unable to attend, and sent suggestions by letter. The conference, by the presence of such specialists in phonetics and university professors, became of far greater significance, especially as the proposition for holding the conference originated in the scientific side of the Commission, namely Professor Siebs. An attempt was made as far as practicable to take the existing stage pronunciation as a basis, and to adjust, by way of compromise, differences that still continue to exist among the actors themselves in the theatres of Germany. The method in which the Commission went to work is, in a few words, as follows :

A fundamental principle of the present stage usage, as formulated by Professor Sievers is : “ Unsere Bühnensprache ist darauf erbaut, dass hochdeutsche Sprachformen (wie sie unsere auf ostmitteldeutsche Grundlage beruhende Schriftsprache zeigt) ausgesprochen werden mit den einfachen niederdeutschen Lautwerten ; aber keine Einmischung von Dialektformen.” Wherever this principle was not sufficient the Commission divided Germany, geographically and linguistically, into three great groups, low, middle, and high German. In a disputed point generally, where two out of the three groups preferred a certain pronunciation, that pronunciation was accepted as the “ norm.” An important

Work of the
Commission.

work of the Commission consisted also in fixing the pronunciation of foreign words, etc. The result of the discussion is incorporated in the larger edition of the "Deutsche Bühnenaussprache," and the smaller stage edition, "Grundzüge der Bühnenaussprache."¹

I can hardly do more here than draw attention to this earnest attempt to fix the pronunciation of the stage, and suggest books on the subject for all teachers of German in America, in connection with other books on phonetics.

The various books by Viëtor will be found very helpful for American teachers in obtaining an insight into this most perplexing question. "Die Aussprache des Schriftdeutschen"² contains a valuable word list with the correct pronunciation

given in the transcription of the Association Phonétique Internationale. At the end of the little book there are also a number of specimens of prose and verse, printed in both the ordinary orthography and in the transcribed form. For those who do not wish to read the larger work, Viëtor's "Elemente der Phonetik des Deutschen, Englischen, und Französischen"³ will find the same book condensed in the "Kleine Phonetik."⁴ A translation and adaptation of the first edition is W. Rippmann's "Elements of Phonetics."⁵ A very valuable book has also appeared in this country in Hempl's

**Books on
the Subject.**

¹ "Deutsche Bühnenaussprache," 2te Aufl., 1901. "Grundzüge der Bühnenaussprache," 1900. Ahn, Berlin, Köln, Leipzig.

² "Die Aussprache des Schriftdeutschen," 5th ed., Leipzig, 1901.

³ "Elemente der Phonetik des Deutschen, Englischen, und Französischen," Viëtor, 5th ed., Leipzig, 1904.

⁴ "Kleine Phonetik," Viëtor, 3d ed., Leipzig, 1903.

⁵ "Elements of Phonetics," Rippmann, London, 1899.

"German Orthography and Phonology."¹ In the part of this book dealing with pronunciation, each letter of the alphabet is discussed. Sooner or later, every teacher ought to study Sievers' "Grundzüge der Phonetik."² Primarily written for the use of the philologist, it will lay the basis for a sound knowledge of the subject of phonetics. The book is most carefully constructed so that the new and strange in the subject gradually unfolds itself to the reader. Viëtor's "Deutsches Lesebuch in Lautschrift,"³ affords abundant material for practice. The ordinary text and the transcribed face each other for convenience in comparing. A popular book written for the use of actors and students, containing a host of exercises, will be found in Oberländer's "Übungen zum Erlernen einer dialektfreien Aussprache."⁴ The exercises are largely in the form of detached sentences, in which a particular sound is brought out as often as possible. Other books on the subject of pronunciation will be found in the General Bibliography.

A certain section among the Reformers in Germany have gone one step further in their attempts to secure a true pronunciation of the foreign language, namely, by introducing phonetic or transcribed texts in the school. The system generally followed is the one quoted above, that of the Association Phonétique Internationale. Imitation of the teacher alone, they say, is

Phonetic
Texts.

¹ "German Orthography and Phonology," Hempl, Boston, 1897.

² "Grundzüge der Phonetik," Sievers, 5th ed., Leipzig, 1901.

³ "Deutsches Lesebuch in Lautschrift," Viëtor, Leipzig, I. Teil, 1899, II. Teil, 1902.

⁴ "Übungen zum Erlernen einer dialektfreien Aussprache," Oberländer, München, 1901.

not sufficient to insure the pupils' learning the correct sounds. They need some training in elementary phonetics, and the best way to accomplish this is by the introduction of phonetic texts in the place of ordinary texts at the beginning of the course. In this phonetic spelling, of course, one symbol always represents one and the same sound. Hung up on the school-room wall is a so-called "Lauttafel,"¹ in three colors, voiceless sounds — black, voiced — red, and nasal — green. With the aid of the teacher the class learns the value of the various symbols, and at any mistake made, the

LAUTSCHRIFT.²

	Lippenlaute.	Zahnlaute.	Vorder- Gaumenlaute.	Hinter- Gaumenlaute.	Kehllaute.	
Ver- schluss.	p b	t d		k g	ʔ	Konsanten.
	* m	* n		* ŋ		
Enge (Reibung).		l				
		r		ʀ		
	f v	s z ∫ ʒ	ç j	x g	h	
Öffnung.	() () ()		i (y) i (y) e (ø) ə ɛ (œ) a	(u) (u) (o) (o) (o)		Vokale.

* Nasal

() = Lippenrundung.

Länge = (z. B. a:). Unbetont verkürzte Länge = ˙ (z. B. a˙).

Bis zur Unsilbigkeit verkürztes i; i˙ = ĭ.

Ton (Nachdruck) = ˈ (z. B. ˈa:). Nasalierung = ̃ (z. B. ̃a:).

Diphthonge : ai — au — oy — ui.

¹ "Deutsche, englische, und französische Lauttafel," System Viëtor, Marburg.

² Cf. Viëtor's "Deutsches Lesebuch in Lautschrift," I. Teil, p. 3.

"Lauttafel" can easily be referred to and the isolated sound practised. It is claimed that, as the language, at first, is only seen by the pupils in the phonetic garb, the danger of acquiring a false pronunciation is considerably less than if the ordinary text, with its misleading spelling, were used at the beginning. The pupil thus trained takes less time to learn a good pronunciation. Moreover, as he is not led astray by the historic spelling, he begins at once to form a strong habit of accuracy and sureness in giving the new sounds. The phonetic texts also act as a guide in the home work, and are the best substitute for the teacher. The pupil has the key to the correct reading, and in the repetition of the day's work can better check any false pronunciation than under the old way, which depended upon the pupil's memory of how the teacher pronounced the various words, etc.

The method employed and the length of time that elapses before the regular orthography is introduced in the class, varies widely with different teachers, from simply using the symbols to illustrate on the board the proper pronunciation of a word, to the exclusive use of phonetic texts as sketched above, until the class has mastered the new pronunciation sufficiently to warrant the change. Some urge half a year's, others one, and still others one and a half year's use as necessary. To get a complete idea of how phonetics and phonetic texts can be utilized, I refer the reader to "Französische Aussprache und Sprachfertigkeit."¹ According to Münch, in his "Französischer Unterricht"² the majority of teachers still seem to be

¹ "Französische Aussprache und Sprachfertigkeit," Quiehl, Marburg, 1899.

² "Französischer Unterricht," Münch, 2d ed., München, 1902, p. 32.

opposed to the regular use of transcription alone, for any considerable length of time. The chief objections being that "man befürchtet entweder orthographische Unsicherheit oder entbehrliche Mehrbelastung der Schüler." One might enlarge upon these objections, and add others from the standpoint of teachers in Germany, but I hardly think it is important here. The principal reason against any extended use of the "Lautschrift" for teaching German in the United States is that it is not really needed. We are far away from the various dialects of Germany, and in school we teach a normalized pronunciation. Also, speaking unscientifically, German orthography is a phonetic orthography compared with English. Imitation of the teacher, though not alone sufficient to ensure a proper pronunciation, is the most important means, and whenever imitation fails to bring about the desired result, practical explanation of how the troublesome sounds are made must come to its aid. A teacher will undoubtedly, by his study of phonetics, acquire a knowledge of the usual systems of phonetic transcriptions, and benefit his pronunciation thereby. But any extended use of phonetic texts in elementary work in the study of German in America is uncalled for. I would not imply, however, that I do not attach great importance to the accurate teaching of pronunciation, or that I think that even a satisfactory pronunciation of German is easily acquired. It requires, on the contrary, great care and patience from the first to the last day of the course. The foundation must be well laid in the first year, in fact the first few weeks of the first year are critical; and what is learned then must be kept up to the mark, improved wherever possible, through untiring vigilance on the part of the teacher,

if poorer work is not to be found in the upper than in the lower classes.

Before taking up the actual class procedure, a few words on general points of difference between the two languages, and the chief difficulties that are usually met with in teaching German pronunciation.

The pupil learns a German intonation, with proper word and sentence stress, very largely by imitation. How a teacher is to acquire a proper intonation is a difficult question to answer. Many can learn through hearing

Intonation.

German, and by study of the subject, a sufficiently accurate pronunciation, and yet fail to get the more subtle qualities of intonation. Even an approximate acquisition of the natural rise and fall of the voice, and the emphasis which is peculiar to a foreign language, cannot be attained by all. Above all, one must have a musical ear, be quick at imitation, good at mimicry, if one may use such a word. Those who have opportunities of hearing and speaking German with Germans will unconsciously, and wherever possible consciously, strive to catch the proper intonation. How about those who lack such advantages? Phonetic texts give little beyond accent marks before words receiving stress, and bars between the different stress groups : */'drai/'kindər/zəltən na:x dər 'ʃu:lə/ge:ən ; //*. Or, as in Passy's book, "*Le Français parlé*,"¹ the rising, falling, or level intonation are shown by such lines as */ \ —*.² Accents he indicates by larger spaces between the words. A specially stressed syllable is followed by an acute accent after the

¹ "*Le Français parlé*," Passy, Heilbronn, 1897.

² Cf. "*German Orthography and Phonology*," Hempl, Boston, 1897, p. 169.

syllable in question. These few marks are suggestive, no doubt, when once a person has acquired some knowledge of stress and intonation, etc., otherwise they will be found very inadequate. On the other hand, the results of M. l'Abbé Rousset's experiments in the same field are far too elaborate to aid the struggling teacher.¹ In the "Modern Language Quarterly"² the use of the phonograph for this purpose has been suggested, which I also recommend. Equipped with a good pronunciation, considerable help in intonation can be expected from the use of such mechanical means. It is well worth a trial, and it ought not to be difficult to make the experiment in the United States where machines are in such general use.

Compared with German, English sounds are dull and muffled. This is due principally to the difference in the position and form of the lips and tongue in speaking. In

**The Lips
and Tongue.**

English the mouth is more closed, the lips more inactive, than in German, and the tongue when at rest is flat and lies farther back from the teeth, and is more sluggish in its action. The result is that the vowels are less clear and distinct from one another, and often become diphthongs, while the consonants seem less sharp and crisp.

In teaching vowel sounds which correspond, in the first element at least, to those in German, the teacher will have trouble in getting the pupil to hold the same vowel sound throughout. In English, for example, we pro-

**Vowel
Sounds.**

nounce the "o" in "rose" as a diphthong: o-u, rouz, or ro"z, while, in German, the "o," when correctly pronounced, is a simple vowel. "ē," is

¹ See also "Elementary Experimental Phonetics," Scripture, New York, 1902.

² "Modern Language Quarterly," December, 1902, Vol. V., no. 3, p. 179.

also a pure vowel, not as English "a" in they, pay. In the vowel "u," one must guard against the sound of "u" in "use," the phonetic spelling of which is "juws" (Sweet), or the British-English pronunciation of "new," "tune," etc. Pupils are also inclined to give a more or less obscure vowel sound in unaccented syllables where the German requires the pure sound, *e. g.*, "niemand" should be pronounced "ni:mant" and not "ni:mənt," "kano:nə" and not "kəno:nə," "or" in "Professor" should not become "ə." A common mistake is to pronounce prefixes "er," "ver," and "zer" to rhyme with the English "err," "fur," and "sir."

In German the single words in a sentence seem to stand out more clearly than in English and French. In other words, we run our words together more than the German does. The final consonant in German is not carried over before a new word beginning with a vowel, as in the case of the French "liaison."

The Glottal
Stop.

A reason for the slight pause, as it were, between individual words may be found in the manner in which the German begins words with an initial vowel, namely with what is called a glottal catch (Sweet), or glottal stop, phonetically represented "?". "The glottal stop is produced by stopping the breath in the throat and exploding it thence, as one often does in making an unusual effort, as in pushing."¹ As this manner of beginning the initial vowel of a word is very uncommon in English, pupils will have trouble in acquiring the habit of using the glottal stop. In English the vocal chords begin vibrating immediately, whereas in German they

¹ "German Orthography and Phonology," Hempl, p. 104.

are at first closed, and then, as the result of the explosion, vibrate. In a simple sentence like "Der hat ihn ins Bett gelegt," the ordinary reading of the American pupil will be: "Der hatihnins Bett gelegt," instead of the forced separation of the words by the slight pause which the use of the glottal stop causes. The exceptions to the general rule can be taught later.

Let us now take up some of the particular difficulties in the pronunciation of German vowels and consonants. For value of symbols consult table, p. 47. In the following description, the phonetic symbols corresponding to a letter or letters are placed in (). In the case of vowels the signs ~ and - designate short and long vowels respectively.

a. ä (a) does not exist in English. It is the same in quality as long "a," only shorter. Pupils have difficulty in such words as "Mann," "kann," "Hals," "Hand," "hart,"

a. where not only the vowel, but the consonants, are made too long. In general, both " \bar{a} (a:)" and " ä (a)" are pronounced with the mouth too closed, and with too much of the "a" in "all."

o ö . (o) has no corresponding sound in English. Pupils, however, easily get the pronunciation from o. imitation, if made to round the lips carefully.

ö. \bar{o} (o:). This is best taught from the " \bar{e} (e:)" side, the " ö (œ)" from the " ë (ɛ)." After the pupils have learned to feel the position of the tongue for " \bar{e} (e:),"

ö. tell them to round the lips as if pronouncing " \bar{o} (o:)." Once acquired, frequent practice of this kind will be necessary. The teacher can make up exercises on the plan of "hehlen-höhlen." The " ö (œ)," like-

wise, "helle-Hölle," "kennen-können." Good sentences can be found in Oberländer's "Uebungen."¹

ü. \bar{u} (y :). Pupils also learn this sound if it is explained as = the vowel "ī (i :)" rounded. Practice "ī (i :)," and then, with the same tongue position or nearly so, make them round

their lips and protrude them considerably. It
ü.

is better to exaggerate at first. This is supposed to be one of the most difficult sounds to teach, but, in my own experience, I have found few who could not get the approximately correct sound at first. If care is not taken, however, to get the proper rounding and protrusion of the lips every time " \bar{u} (y :)" appears, the pronunciation of the class as regards this sound quickly deteriorates. "Für," for example, become "vier" or "fur." It is not difficult to teach the sound but very difficult to form the habit of employing the lips properly. " \ddot{u} (y)" is like the rounded "i" vowel.

Unaccented "e (ə)" is best learned by imitation. Too
e. much explanation leads the pupil to make too much of it, especially in final rhyme words.

ä, \bar{a} (ε, ε:). "ä" is identical with "ě (ε)," Held, hält. Pupils will more naturally perhaps give the long " \bar{a} " the value of the long close "ē," making no difference in pronunciation between "Meere" and "Märe."
ä, \bar{a} .

Though this pronunciation is not uncommon, it is better to aim at teaching the open "(ε:)" sound, the pronunciation adopted by the stage. For a discussion of the perplexing question of the "e" sounds see "Grundzüge der

¹ "Uebungen zum Erlernen einer dialektfreien Aussprache," Oberländer, München, 1901.

Bühnenaussprache," p. 37. I agree with Hempl, "the best thing a foreigner can do is to follow the usual practice of the stage and pronounce all 'ē' sounds as 'ē' (allowing more of the 'ä' wide sound before 'r,' as in 'ēr,' 'Pfērd,' etc.)."

ch. (ç) (x). The two "ch's" are a continual source of trouble, and the teacher needs to be on the watch for mistakes. It is best to begin teaching the front voice-

less fricative with the pronoun "ich" (ç).
ch.

Tell the pupils to press the tongue firmly against the lower teeth and try to say "ish," as Thomas suggests in his German grammar. Once correctly given, make them hold it some time. In this way they learn the proper position of the tongue. The manner of learning given by Hempl is also useful. "The sound may best be learned by whispering 'key,' and dwelling on the sound which follows the 'k'." After the pupil can place the tongue correctly for words like "ich," "dich," or "sich," try words like "nicht," "Gesicht," and so on, with the other front vowels and consonants, ä, e, i, ö, ü, ai, ei, äu, eu, l, m, n, and chen. ch (x), after back vowels, a, o, u, au, is more difficult for the pupils to learn. It easily becomes with them a "k" sound. Exercises should be given to bring out the difference between "roch" and "Rock," etc. In fact one of the troubles that arises is to teach pupils to be sure of themselves in regard to the pronunciation of "ch" and "k." Too much one-sided work on "ch," tends to make the pupil substitute "ch" for "k," "nicht" for "nickt," etc.

Words like "Mädchen, Mäuschen, manch, Milch," and foreign words with "ch" as "ç" initially, such as "Chemie, China," need considerable attention. For pronunciation of

“ch” in foreign words and names, see “Grundzüge der Bühnenaussprache,” p. 40.

g. (*g*, *g*, *k*, *x*, *j*, *ç*). The chief difficulty lies with the teacher himself. He must first adopt some definite system of pronunciation for “g,” medially and finally. The

following gives the various pronunciations allowed in Germany, including the results of the conference.¹

	Süddeutsch und schlesisch Bühnenaussprache.	Mittel und norddeutsch.
Inlaut-g	Tage ta:ç Siege zi:ç	ta:gə zi:jə
Auslaut-g	Tag ta:k (tak) Sieg zi:k	ta:x (tax) zi:ç

Medial “g,” between vowels, is certainly easier to teach as a voiced back stop (*g*), and simplifies the matter somewhat. As noticed above, this is the stage usage. It is difficult to decide between the voiceless back stop “k,” and the voiceless front (back) spirant *ç* (*x*), when “g” is final. The stage has “k,” whereas *ç*(*x*) is the usage in almost all middle Germany, and the largest part of North Germany. Those who follow the Bühnenaussprache will remember the exception of the ending “ig” in words like “freudig, König,” also before a consonant, “Königreich,” where it should be pronounced as “ich.” Exceptions are words in “lich,” “ewiglich, königlich,” where “ch” = “k.”

w. (*v*, *v*). As a voiced spirant “w” has the same mouth position as “f,” *i. e.*, it is a labio-dental spirant. The bilabial pronunciation had better not be taught, even after the combinations “qu, schw, zw.” This uniformity is advocated for the stage.² A common mistake with pupils is to

¹ “Deutsches Lesebuch,” Viëtor, I. Teil, p. 149.

² “Deutsche Bühnenaussprache,” Siebs, p. 59.

pronounce "schwarz" either as "schuarz" or "schfarz" (\int ua : rts or \int fa : rts).

sp. st. Initial "sp" and "st" should be taught as given on the stage, and in the greater part of Germany : — namely as if spelled "schp" (\int p) and "scht" (\int t.)

sp. st. The Hanoverian pronunciation of "sp" and "st" like English "spend" and "stand," is not to be affected. It is a provincialism.

r. (r, R). For secondary school work, it is better to teach the "lingual," or trilled, "r," the "r" of the stage. The guttural or "uvular" "r" (R), although used by the majority of Germans, is extremely hard to teach effectively. Even the lingual "r" is often not easy for the pupils to learn. The difference between the English and German "r" leads to the making of many mistakes.

r. In the first place, "r" at the end of a word, is not pronounced by a large number of English-speaking people, unless the next word begins with a vowel sound. We thus get, in class work, "vier" given to rhyme with the English "fea(r)," "ihr" like "ea(r)," etc. On the other hand, we say "betterand better," carrying over the "r." Accordingly pupils reading the German "besserund besser," run the first two words together. The German, as we have seen, requires "und" to begin with the glottal catch or stop. There is also the temptation to sound the "r" where, in the spelling, none exists. A common fault is to say "the idea(r) of." It is therefore preferable to let the pupils drop the "r" in such a word as "besser," than keep up the un-German habit of carrying over a final "r" before an initial vowel in the next word. There are in fact many Germans

who drop their "r"s at the end of a word, notably in Berlin.

l. The teacher must bring out the difference between the clear, light sound of the German "l," and the dull, heavy sound of the English "l." There is a striking difference

1. between the sound of the English "hell" and the German "hell." In the German "l" the lips are open to the very corners of the mouth and are kept more tense. The tongue too is more tense in its action and usually the back is lowered. In sounding the English "l," on the contrary, the back of the tongue is raised and there is at the same time a concave lowering of the front part.

b. d. When final, or next a voiceless consonant, are to be pronounced as voiceless sounds, *i. e.* "p," "t," as in "Weib," "Gold," "Erbse," "vollends." Care

b. d. must be taken with such words as "lieblich," "schädlich." Avoid dividing the word thus: "lie-blich," "schä-dlich, and voicing the "b" and "d." The voicing of "b" in such words as "abgehen," "gehabt," "gabst," "Obst," "halb," is a common fault with pupils.

s. Initial "s," before a vowel, and medially between two vowels, or liquid and vowel, is voiced, in other cases voiceless. "Sohn" = zo : n, Reisen = raizən, reissen = raisən. For the stage pronunciation for foreign words see "Bühnenaussprache," p. 68.

There are other minor difficulties some of which will be taken up later in the actual teaching of pronunciation. For orthography, use of capitals, syllabication, etc., consult "Orthographisches Wörterbuch der deutschen Sprache,"¹

¹ "Orthographisches Wörterbuch der deutschen Sprache," Duden, 7th ed., Leipzig, 1902.

which contains the results of the Orthographische Konferenz of 1901.

Pupils not only give the English sounds to the German letters, they also confound the letters themselves. Unfamiliarity with the new alphabet, and the fact that certain letters

bear a striking resemblance to one another, are sources of much inaccuracy in pronunciation and spelling. It is a question in my mind whether it would not be better to have the paradigms and beginning lessons printed in Roman letters, as is done in some books. Then after the pupils have acquired some adequate knowledge of the phonetic value of the letters and feeling for the characteristics of German orthography, the usual "Fraktur" texts could be taken up. In any case the teacher will find it time well spent if he examines with the class the more troublesome letters, and picks them to pieces, as it were, *e. g.*, "f and f," "B and B," "C and C and C," "r and r," "b and b," "R and R and R," "T and T." Even "U" and "U" are often confounded.

A question of minor importance is the use of German script in secondary work. It certainly seems desirable that pupils during some part of the high school course should

begin to learn to read it, and possibly the best way to learn to read German script is by first learning to write it. It is not absolutely

necessary, however. We all learn to read the printed German text fluently, and yet, if asked to make some of the letters we should find ourselves in doubt — at least as to the formation of some of the details. Nowadays the German script is not essential. If the pupils ever have occasion to

write a German letter the Roman script would be equally easily read by the recipient. Germans are taught both in the schools and use both continually, if not in writing German, then in Latin, French and English. In fact a well-written letter in Roman script would probably be more legible to a German than a badly written German script, such as is often found in American schools. It is often neither one thing nor the other. Through poor training in the beginning, through careless habits, and through too rapid writing, as well as through the influence of one's natural style, we get a "hybrid" hand-writing which I am sure would often puzzle Germans to decipher. If the teacher thinks it important enough for his pupils to learn the new script, he must for a time become a writing master. The pupil must take a course in hand-writing, and work through a series of copy-books. For if it is worth doing at all, it is worth doing well. Pupils should not be expected to use it for rapid work too soon, not until they have acquired correct habits of forming the letters. Rapid work, such as dictation and board work, if required too soon, causes the writing to deteriorate to the point of illegibility. Accordingly, if the teacher thinks the script is a nice thing for his pupils to know, and I admit that pupils like to learn it as a rule, the script ought not to be put into use practically the first day. The pupils have enough to learn without this added difficulty thrown in the way. On the contrary, the pupils ought first to be put through a course of hand-writing, and then the knowledge could be gradually made use of, first for home work, and later for the more rapid class work. This supplementary work could begin when the pupils have some notions of German, say sometime during

the latter half of the first year, or later if desirable. Personally I do not see the necessity for doing it at all in high school classes. I should be content with teaching pupils to read the script.

Instead of making pupils learn a number of rules of pronunciation, such as : "a" is like "a" in "father," "i" is like "i" in "machine," we begin, after a few introductory

Method of

Teaching

Pronunciation.

words, with the language itself. The intro-

ductory words relate to the organs of speech,

more especially with regard to the use of the

tongue and lips and their influence on sounds. For con-

venience in teaching, the pupils should know what is meant

by a rounded vowel. Starting from "a" in "ah," let the

pupils gradually produce the series of vowel sounds as fol-

lows : 1. "a" in "ah." 2. "o" in Ger. "Post." 3. "o"

in "note." 4. "oo" in "pool." See if the pupils are also

aware of the change in the position of the tongue. To bring

out the movements of the tongue another series can be used.

Again starting from "a" in "ah" : 1. "a" in "ah." 2.

"ai" in "air." 3. "ey" in "they." 4. "e" in "me."

Draw the attention of the pupils to the rising and forward

movement of the tongue. The action of the lips and lower

jaw should also be noticed. If the teacher sketches on the

board the position of the tongue in pronouncing the front

vowel "e" in "me," and the back vowel "oo" in "pool,"

the subject will be clearer. It is also advisable that the

pupil should understand what is meant by a voiced and a

voiceless consonant. The difference is easily grasped, and

once known, considerable time is saved in correcting mis-

takes in initial "s," final "b, d," etc. An easy way to bring

out the distinction clearly is to have the pupils close the ear passages with the fingers, or place the hand on the top of the head, or on the Adam's apple, and note the difference between "t" in "pit," and "d" in "pad." For examples, take such words as : pat, pad ; bat, bad ; cats, cads ; catch, cadge ; bus, buzz ; sown, zone ; cage, gauge ; etc. When the German pronunciation begins, exercises using various pairs can easily be constructed.

As given by Viëtor in his "Lesebuch," p. 4.

Voiced.	Voiceless.	
b	p	Bein, Pein.
d	t	dir, Tier.
g	k	Guss, Kuss.
v	f	wie, Vieh.
z	s	Reise, reisse.
g (in Logis)	sch	(Lo)gis, Schie(ne).

It is necessary also that the pupil should realize the inadequacy and unreliability of so-called orthography as a key to correct pronunciation. The same symbol often expresses a variety of sounds, or different symbols express the same sound, *e. g.*, "fane, fain, feign." He must be taught the importance of hearing in acquiring a new language, and beginning with the mother-tongue, learn to isolate the various sounds in a word. Pupils often think at first that isolating sounds is synonymous with spelling. "Name" becomes, then, "N-A-M-E," instead of giving the phonetic value of each letter : "n-ei-m." In this way the pupil's attention will be drawn to our own sound system.

We are now ready to begin German pronunciation itself, and there are two ways open to us. We can either begin with simple words to bring out the different vowels and con-

sonants systematically, or we can begin at once with connected words, a conversation, such as is found in Thomas's grammar,¹ in which the various sounds come haphazard. In either case sounds will be isolated, hints given wherever difficulties arise, practice in words and in the sentence. A selection in the form of a dialogue is apparently more interesting to classes, although by the time the selection is thoroughly studied one may hardly dare to call it interesting any longer. In Germany short easy poems often form the basis for the first work in pronunciation. For example see the French translation of "Ich hatt' einen Kamerad" — "j'avais un camarade," in Quiehl's book.²

Let us take for example the opening lines from Thomas, p. 24.

"Guten Morgen ! Wie befinden Sie sich ?

"Danke, recht gut. Und wie geht es Ihnen heute ?

"So ziemlich ; nur habe ich ein wenig Kopfwch."

The teacher repeats the first sentence slowly, but naturally, two or three times, giving the meaning wherever necessary. The pupils listen and imitate. Throughout the exercise the books are closed. In fact until all the sounds have been gone over in the colloquy, no books are required by the pupils. The first work in pronunciation should be an exercise in correct hearing and imitation. Individual letters and words may be written on the board if necessary for clearness of explanation. But the principal thing to remember is that we wish the pupils to

¹ "A Practical German Grammar," Thomas, New York.

² "Französische Aussprache und Sprachfertigkeit," Quiehl, Marburg, 1899, p. 115.

give their attention to hearing and imitating alone, and not have it diverted, as it surely is by the presence of the open book where the strange characters and words appear in print. After it has been imitated by a number of pupils, the teacher takes up the important points to be kept in mind. In the first word "guten," the long vowel "u," and the obscure vowel in "en." With regard to "u," the rounding should be insisted upon, followed by practice on easy words. The vowel glide in "guten" is best taught by imitation. In "Morgen," the "o" requires isolation and practising. Try to get as good an "r" as possible, even if not trilled. We can then practise the vowels "u-o, o-u." We now take up the phrase "Guten Morgen" again, and following the teacher, individual pupils, and the class as a whole, repeat it.

The second phrase contains much material for discussion, long and short "i," the voiced consonant "w," and the corresponding voiceless "f," the prefix "be," the voiced "s," and the "ich" sound. See that the vowels end as they begin. Draw attention to the fact that the short "i" is different in quality as well as quantity from the long "i." A short "i" prolonged does not become the sound long "i." Speak of the difference in the tenseness of the tongue in giving the close long "i," and the open short "i." Practise on "ī, i, ī, i, ī, i." Bring out the difference between "w" and "f," and practise first sounds, "f-v, f-v, f-v," then words like "wie-Vieh, Vieh-wie." A common fault is to pronounce the prefix "be" with an "ē" sound, instead of very much like "a" in "comma" (Hempl). Practise on voiceless and voiced "s" sound, then words like "weisen-weissen."

First give exercises on "ch" alone, with a few front vowels, "ich, dich, sich, frech," before taking up such a word as "nicht" or "Kirche." After the pupils have mastered the "ich" sound, give exercises such as "dich-dick, dick-dich." In the next phrase, get a pure "a" sound. Practice is necessary with the mouth wide open. In "echt" we go one step farther in learning the "ich" sound with "t." Pupils often carelessly pronounce "und" as "un." Emphasize the voiceless "d" in "und" so that when the pupils see the word printed they will not fall into error. In "heute" the diphthong is not exactly like "oi" in "oil." The first element is the short "o" we have practised in "Post"; the second, short "i" or "ü." The lips must be sufficiently rounded, at least for the first element. The "Deutsche Bühnenaussprache" gives rounding for both elements, much like "ö + ȫ."¹ The next sentence introduces the difficult German initial "z." A combination of "Fitz" and "iemlich" often helps, but continual practice and correction are necessary for this troublesome sound. Try to get the pupils to isolate the "ts" sound correctly, exaggerating it so that it sounds like the hissing of steam from under the cylinder of a locomotive when just starting. Practise voiceless "s" and "z" together. Pupils usually pronounce "nur" to rhyme with "newer." Avoid "habe(r)ich." "Ig" in "wenig" is the "ich" sound. "Kopfweh" is often carelessly pronounced as if spelled "Kopweh." The sound "pf" is more easily acquired finally than initially. Instead of making the complete closure for the bi-labial voiceless stop "p," change to the labio-dental voiceless spirant "f."

¹ "Deutsche Bühnenaussprache," p. 54.

In this way the work proceeds, at the rate of about five or six sentences a day. Each lesson should begin with a review of the known sounds and sentences. The work requires a great deal of repetition on the part of the teacher, the individual pupil, and the class as a whole, in the manner given above. After the second or third day it will not be necessary to spend all the time on the passage for pronunciation. Questions and answers about the common objects in the school-room will afford a change, and at the same time afford an excellent opportunity of putting into practice the new sounds. Thus far the pupils have used no books, and no home preparation has been required, the object being to allow the pupils to devote their whole attention to getting the new sounds accurately. The printed page would only be disturbing. We must now, however, begin the study of the orthography, first on the sentences which are well known. The peculiarities of the German letters and spelling may well be explained. After the whole passage has been gone through both ways, that is with books closed and books open, there still remains considerable work for the class to do in order to be able to give it accurately from dictation, and finally to learn the whole passage by heart. It adds interest for the pupils to give it as a dialogue. This passage, well studied, forms ever afterwards a convenient model for what is correct. Many mistakes can at once be corrected by referring to a phrase in the passage in which the same sound first occurred.

But although the class can give fluently, and fairly correctly, a page of German, the work in the study of pronunciation has only just begun. In fact it never ends during

the high school course. For some time, two or three months at least, everything ought first to be read by the teacher. It ought, however, to be a model reading of the text, and to do this the teacher must practise beforehand. It can be laid down as a general rule that the teacher ought never to read anything to the class which he has not prepared beforehand. I do not mean that the teacher is to give an over-drawn, theatrical, rendering, only that, in an unaffected way, the thought and character of the selection should be well brought out, with as far as that is possible, a faultless pronunciation. Reading beforehand by the teacher takes a great deal of time, but it is really the only way to lay a good foundation. Difficult words and phrases should be repeated by different members of the class, and often in concert. There is always some filing off of sharp corners to do in the pronunciation of individual sounds and combinations. The teacher must arrange a set of phonetic exercises, corresponding to the vocal exercises of the singer, so that the pupils shall make progress in controlling the voice, and gain in naturalness and fluency. This reading by the teacher should be closely imitated by the class in pronunciation, in intonation, and in fluency. There is danger of course that the reading of the teacher first, followed by a pupil, may become too mechanical, too routine, that the pupils do not listen attentively, and consequently imitate badly or not at all. To guard against this the pupils must be taught to watch the teacher, and not keep their eyes fixed upon the book. If the sentence is short, and it naturally will be in the first stage, the pupils ought to learn to repeat it first with books closed.

Model Reading
by the Teacher.

The danger of giving a false value to a sound is then less when they come to see it represented. At least such a method of procedure requires strict attention on the part of the whole class.

Teachers often make the fatal mistake of thinking that, after the first few weeks, the pronunciation of the class will practically take care of itself. I admit that the first six or

The First seven weeks are crucial. If the pupils do
Weeks, not get the main elements within that time
and After. the chances are that their pronunciation will
always be faulty. Even to keep up the degree of accuracy the class has gained in the preliminary course requires time, alertness, carefulness, and a great deal of patience. Obviously the teacher wishes the class to improve, and care must be taken all through the course to accomplish this.

The reading lesson offers the best opportunity of strengthening pronunciation. In the exercises in conversation the teacher will often let little discrepancies pass. In our own

Reading language we articulate less carefully in conver-
Aloud. sation. But with the printed page before
 them a greater degree of accuracy must be
demanded. Aim high, and get a spirit awakened in the class for a high grade of work. Make the pupils realize that, when they read, they must read their very best, and that the teacher will not be satisfied with a slovenly careless style. They must be taught to keep in mind the physical, the technical side of reading, and thus to gain more and more control of their organs of speech. The usual type of reading exercises in a foreign language is dull, and the pupils usually regard it as something to get over quickly,

and they therefore read badly, with a lazy sort of articulation. Much of the blame lies at the door of the teacher. As long as the pupils are allowed to read any way they choose, stumbling and droning, the class cannot be blamed for finding the time spent in reading a chance to doze. There must be life in the reading, and the teacher must be the cause of that life. He must show plainly by his own reading that he has taken pains to prepare it beforehand ; he must inspire them by his example and by the kind of corrections he makes. The work is by no means easy. The teacher ought, of course, to be always vigilant, not strict one day and careless the next. By strictness I do not mean fussiness. He should know how much he can fairly expect of the class as a whole, and of individuals. It is not always necessary to correct every little slip, if by so doing the pupil is worried. As a rule the class should make the corrections, for they too must be on the lookout for errors and have a fair spirit of rivalry inculcated. After a sentence or section has been read let the class criticize. It should also be a general rule that every member of the class should read the lesson out loud in preparation. It is also a good plan to have model readings, by assigning sections beforehand to be carefully prepared. After reading a few scenes, or an act, of a play, interest can be aroused by assigning the parts beforehand. Let the characters take their place before the class, and the rest of the class listen with closed books. Get the performers to read with spirit, showing them how to do so if necessary.

CHAPTER IV.

WORK IN SPEAKING.

ONE of the most striking points one notices in the work of modern language teaching in Germany is the prominence given to a study of the spoken language, especially in Realgymnasien, and schools where French and English classes take the place of Greek and Latin in the course of study. While admitting that often the fluency and accuracy with which the class handled the foreign language was deserving of great praise, I carried away the feeling that undue emphasis is being given to this kind of work. Certainly the position of modern language instruction in the United States does not warrant us in following directly the lines marked out by the more prominent Reformers in Germany. Before even thinking of attempting the kind of work here, our courses in French and German ought to extend over as many years as those in the Realgymnasien, etc., and, moreover, the rank and file of teachers ought to be as well prepared, pedagogically, as the German teachers, and better prepared in practical knowledge of the languages taught. For although the German teacher of French and English as a rule must be regarded as excellently equipped for a course such as can safely be advocated for the United States, he often attempts, in the higher classes, a grade of work in conversation which really should only be attempted by a man who can handle the foreign language as easily as his mother-

tongue. It is needless to say that the teacher who approaches this standard of excellence is the exception. If for no other reason than that the majority of teachers of modern languages in any country will always be wanting in practical command of the language sufficient to conduct a course of study of seven, eight, or nine years, built upon the basis of the spoken word, we should have to find some other foundation in mapping out a course. Added to this, there is the other argument stated before, namely that the pupil himself, through lack of time and interest, through lack of intensity in the work, or as the unavoidable outcome of environment and school conditions, is incapable of acquiring a command of the language, commensurate with the energy expended. On the other hand, I wish to deal fairly with the work in speaking done in the class-room, and to give oral exercises all the time and emphasis that can safely be given them, at the same time to guard against attaching a false value to an important, though not the most important, kind of work in a modern language course.

As I have attempted to show previously, ability to read should be regarded as the most momentous of the many kinds of work that go to make up the study of a foreign language. Though there may be no harm in making conversation a modest aim in itself, still its great use ought to be to increase the pupil's power to read. It is highly important to keep constantly in mind that the chief reason for conversation being taught in school is not to enable the pupils during school days, and afterwards, to buy a railway ticket or order a meal, but rather to give them a better grasp and insight

**Why Give
Oral Work?**

into the common idioms and vocabulary. The pupil's power to read German is increased indirectly by the fact that work in speaking is interesting to both teacher and pupil. There is something natural in learning to speak a language, however modest the attempt may be, and the innate attractiveness can be made to exert a good influence on the work of the class. The various kinds of oral work make the language of books to a certain degree alive. The forms and uses of grammar cease to be so mechanical, so stiff and formal.

The ability to speak, even though the subject and the vocabulary used are very limited, requires that the pupil should have mastered the material, and his knowledge of grammar and vocabulary must be under far greater control than if required for reading or the writing of sentences. Writing sentences has long been regarded as an important means of strengthening the pupil's ability to use the foreign vocabulary and grammatical forms, etc., and colloquial practice we may regard as a kind of oral composition. In some respects it is a far better form of exercise than writing. Aside from the fact that it is more interesting, and keeps the whole class on the alert, an advantage lies in its being quicker. Writing sentences is a slow process compared with giving them orally. While a class is writing one sentence illustrative of some rule, a dozen sentences involving the same rule can be given orally. We cannot of course do away entirely with the written form. It will always be necessary as a test of accuracy and average ability of the class, as to how well they have mastered the work in hand. Exclusive use of writing, however, as a means of giving practice in the use of forms and rules wastes a great deal of time.

**Advantages
of Oral Work.**

The pupil acquires too as time goes on a feeling for what is German or French. It may not be a very definite or wide-reaching feeling for what is idiomatic, still every little we can teach of "Sprachgefühl" is important for the pupil's development in the study of the foreign tongue. One of the difficult things to teach is the right attitude of mind towards a language. In the old days of ceaseless translation, when the foreign language existed only on paper and was seldom heard in class, there could not be any question of "Sprachgefühl" as a factor in language work. Nowadays we are beginning to reckon with "Sprachgefühl" as something exceedingly important to cultivate. The greatest help comes, doubtless, from exercises conversational in nature, where the pupil is constantly required to use the foreign language he is studying.

"Sprachgefühl."

Talk With
a Purpose.

In order to derive the greatest good from colloquial exercises they should be clearly planned to do definite work. We talk with a purpose, and not simply to hear our own voices. The work in speaking should, at every turn, be vitally connected with the other work of the class. It should not be regarded as something outside, or at the most only loosely linked with the main system—a sort of relaxation from the study of grammar or translation, without any other clear ulterior motive. On the contrary, every step of the work, be it in the study of formal grammar, or reading, or writing, ought to receive the quickening influence which does assuredly come from carefully arranged work done in conversation. We must ever reject colloquial exercises that lead to nothing, that are mere talk. Such work is unworthy of the school.

The aimless, rambling, conversations often met with in books of the so-called Natural Method are to be condemned. Of course there are occasions when, for the sake of variety in the work or review, it is advisable to see what power the class has acquired in speaking. But such work presupposes that the whole range of ideas the class are called upon to use has been thoroughly worked over beforehand, though perhaps in a different form or order.

Colloquial practice must also not only begin with the simple, but must also deal with the simple for a considerable time. The increase in the difficulty of the exercises will be only a very gradual one. The gain of the pupils ought to consist more largely in a greater control of the limited field of vocabulary and grammar. There should be an ever increasing accuracy, combined with greater freedom.

**Start with
the Simple.**

It is now almost everywhere admitted that to reap the greatest good from colloquial exercises, it is essential that they should begin practically the first week of the new study, and continue unbrokenly until the last week.

**When to Start
Oral Work.**

It is an exploded idea that the pupil should first learn his grammar thoroughly, learn to translate both ways, and then, in the upper classes as a sort of finishing process, be taught a number of practical colloquial expressions. Such a plan must always court failure, and could hardly end in more than a few phrases learned by heart and soon to be forgotten. The ability to use a language freely in speaking is no doubt positively influenced by an extended reading knowledge of that language. The power to read will give the pupils a certain feeling of security ; it

acts as ballast. The ability to speak, however, is not the natural outcome of the ability to read, for they are two different accomplishments. Moreover in order to secure any adequate coördination of the physical and psychical factors, so necessary in speaking, it is fundamentally important that speaking should receive due attention during the whole course, and not simply during the last part of it.

“Conversation days” also are likely to fail in producing the desired results, either by being held at too long intervals, or by spending too long at one time on the exercises so as to cause monotony. Colloquial work every lesson should be the general rule, work intimately connected at every turn with the other lines of work, definitely planned to produce definite results.

There is no lack of material to use for conversation. The chief difficulty arises when we try to sift and adapt it to our present purpose. There are in general two different types of work, both important for pupils of any age :

**Material for
Conversation.**

1. Conversation based upon objects in the class-room and vicinity ; later, maps and pictures.

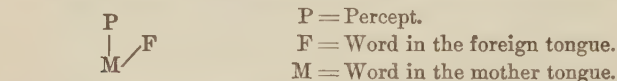
2. Conversation based upon the reading book.

A discussion of the first kind carries with it also a short discussion of the “Anschauungsprincip” as applied to the teaching of modern languages. This system, *i. e.*, the showing of objects, models, pictures, the use of gestures, mimicry, and the association of the corresponding foreign words, has long been regarded as a valuable factor in the teaching of languages. It was thought, and this view is still held by many, that by

**Anschauungs-
unterricht.**

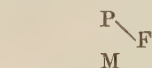
the direct appeal to the sense of sight and the simultaneous naming of the object, a direct association is formed in the mind of the learner between the object and the new foreign symbol. In other words, there is no intervention of the mother-tongue.

The usual process, *i. e.*, by way of translation, is to associate the percept, "P," first with the appropriate word in the mother-tongue, and to then substitute the new word in the foreign language, and *vice versa*. We accordingly have the following scheme :



It is obvious that if we could eliminate the process $P - M$, *i. e.*, if we could eliminate the mother-tongue as a factor, and go directly $P - F$, there would be a distinct gain, other things being equal.

This may be shown thus :



It is exceedingly doubtful whether by use of objects, etc., this is the psychological process of pupils, the view held by Franke.¹ With mature pupils their knowledge of the mother-tongue is far too strong and active to be eliminated so easily. The path of association between the word and what the word stands for is far too deep. At any rate, however, it is certainly true that this kind of instruction makes the association between

¹ "Die Praktische Spracherlernung auf Grund der Psychologie und der Physiologie der Sprache," Franke, Leipzig, 1883, 3d ed., 1896.

the object and the new symbol quicker and surer. The old symbol in the mother-tongue is kept in the back-ground. It may thrust itself between now and then in the learner's mind, still in a short time, through neglect, the path $P - M$ falls into disuse, and in the place of it the path $P - F$ is followed.

With young children the use of objects and, later, pictures, offers one of the most attractive introductions to the new language, and with skill can be carried on for a considerable time. It teaches a large vocabulary in a short time which the teacher can arrange as systematically as he desires, and which is easy to control and to build upon. The teacher knows what he has done and what is to be done. Moreover "Anschauungsunterricht" gives the teacher and class something definite to talk about and something capable of development along various lines, grammatical as well as subject matter. The exercises can be made interesting for both young and old, for although the objects in the school-room and those represented in the various pictures are well known, the fact that they are learning their names in a new language brings in an important element of freshness into the instruction. Besides this the pupil is kept interested because he is conscious of his power growing. The work is simple, and he feels he can do it, that the teacher is not expecting the impossible of him. The pupil gains confidence, and hence it is not difficult to get him to talk, to ask questions as well as to answer them. Where the class has reached this important stage, willingness to talk, you find attention and interest, so fundamentally essential in all school work. The importance of

Use of Objects
with Young
Children.

the use of objects for the teaching of grammar will be best discussed in the chapter on grammar.

With young pupils considerable time can be spent in teaching various objects in the school-room, the doors, walls, floors, ceiling, windows, tables, chairs, ink, pens, books, etc., and the actions necessary in school routine.

Oral Material.

Used with these are common adjectives of form and color, a few adverbs of position, and the more common prepositions. The teacher may begin with the objects in the school-room, but gradually the horizon widens until the life of the pupil in school, then out of school, is dealt with in the daily oral exercises. The new "programmes de l'enseignement des langues vivantes," issued by the French Minister of Instruction,¹ show how this work can be systematized. The work of the Classe de sixième, the beginning class, will suffice to make this clear.

CLASSE DE SIXIÈME.

L'enfant à l'école :

Ce dont l'élève se sert en classe ;

Ses relations avec les personnes qui l'entourent ;

Principaux actes scolaires (j'écris, je lis, etc.).

Mouvements dans la classe ; les parties de la classe.

Maniements des objets scolaires.

La récréation. Les jeux.

Les nombres (cardinaux et ordinaux) :

Calculs élémentaires. Poids et mesures.

Le temps et la température :

¹ " Programmes de l'enseignement des langues vivantes," 15th October, 1900.

La division du temps. L'âge.

Le chaud et le froid. Les saisons (notions très sommaires.)

Le corps humain et les besoins corporals :

La nourriture ; le vêtement.

Opérations des sens.

Santé et maladie.

La maison et la famille :

Parties de la maison ; différentes pièces ; meubles et ustensiles.

Les membres de la famille ; leurs occupations ; scènes familiales.

Later, when the possibilities of the school, house, and garden have been exhausted, the outer world can be made more vivid by the introduction of maps, plans of cities, and various pictures. With young pupils, the **Wandbilder**.

Hölzel "Wandbilder" (size about 55 × 35 inches), usually those representing the seasons, can long be used with advantage. With older pupils too extended use would be likely to pall upon them. There is danger of their soon finding the instruction stupid and beneath them, and as a result showing lack of interest. Illustrative material by way of historical pictures, scenes of German town and country life, undoubtedly have an assured place in all work, but with more mature pupils they should be regarded largely as supplementary, for the purpose of making some part of the work clearer and more attractive, and not as something whose principal use is to aid in teaching the language itself. With the "Wandbilder" the picture is often studied as a whole at first, in order that the class may

get a general idea of it. The characters are identified, and their relations to one another are brought out. In order that they might not lack the personal element, Alge gives names to each of the characters represented. After this general elementary survey of the picture, it is studied in detail. The scene is, for example, divided off into sections and studied accordingly. It will easily be seen that there is practically no end to the discussion of such a picture. There is indeed great danger that the teacher, in attempting to be thorough, will teach too many words for which the pupils will later have no use. A possible objection to the Hölzel pictures, perhaps, is that they are too agricultural in character, especially for city children. Considerable care is accordingly necessary not to go too far, not to teach about things for which there is no latent interest, and especially about the details of farm-yard implements which the ordinary educated man is not expected to know.

Another fatal danger comes from either bad preparation on the part of the teacher, or inability to give life and variety to the work of the class. It is easy to fall into the habit of asking the same kind of question of "Was ist das?" the "Was ist das?" type. The work must be graded; it must also be as varied as a clever teacher can devise. The exercises must lose the woodenness necessary at first, and gradually become as nearly natural conversation as possible. The teacher will begin by directing the conversation on the picture, or part of it. Afterwards he can send a pupil to the picture and, with the aid of the pointer, ask questions, or let him describe what he sees. Or, two pupils may imagine they represent characters appearing in

the picture, and act a dialogue. This gives them an opportunity to utilize other material they have mastered, using the picture as a starting point. Numerous other ways of employing Hölzel pictures will suggest themselves to the teacher as the work goes on. The great advantage of using these pictures is that it gives both teacher and pupils something definite to work with. The conversation is not in the air, so to speak. For further suggestions in regard to the use of Hölzel and other wall pictures I must refer the reader to bibliography, where several books on the subject will be found. The extent to which this kind of instruction should be developed varies with the emphasis laid upon the reading book as the center of instruction. In fact there are at present two schools in Germany, the one basing its instruction largely on the principle of "Anschauung," the other on the reading book without however neglecting some of the advantages that come from the use of objects and pictures, especially in the earlier stages of the course.

The Gouin method also suggests a field for oral practice. One of its characteristics is the arrangement of each lesson into a group of twenty-five, or so, short sentences, connected in subject, and following each other according to chronological sequence. Moreover, each short sentence is capable of being "pictured" in the mind. A lesson on opening the door, for instance, would begin in German :

**The Gouin
Method.**

1. Ich gehe auf die Tür zu.
2. Ich nähere mich der Tür.
3. Ich nähere mich der Tür noch mehr.
4. Ich nähere mich der Tür immer mehr.

5. Ich gelange zu der Tür.
6. Ich bleibe bei der Tür stehen.
7. Ich strecke den Arm aus.
8. Ich erfasse den Griff.
9. Ich drehe den Griff, etc.

The above will be sufficiently suggestive for our present purpose. For a study of this extremely interesting method, I refer the reader to Kron's book, which contains a good bibliography.¹ Also see the Report of the Committee of Twelve, p. 1399, on "The Psychological Method."

It will be easily seen that pupils can arrange a number of actions on this plan and clothe them in the proper language, or the teacher can outline a plan of procedure and the pupils fill in the details. In a description I have somewhere read of one of Direktor Walter's classes, for example, a pupil was told to describe a trip to Marburg, à la Gouin :

1. I go to the door.
2. I open the door.
3. I go out.
4. I go down the stairs.
5. I walk across the hall.
6. I leave the house.
7. I am in the street.
8. I see a car passing.
9. I motion to the conductor.
10. The car stops, etc.

The catalogue of successive actions now gives way to conversation more natural in character. Another pupil acts the

¹ "Die Methode Gouin oder das Serien System in Theorie und Praxis," Kron, Marburg, 2d ed., 1900.

part of the conductor, and asks the boy how far he is going. Then follows a brief conversation about tickets and changing money. The short sentences are again resumed when the boy tells how he takes a ticket, and then goes to the waiting room to eat something. Another pupil plays the part of the waiter at the buffet, and recommends different things, etc.

For other examples of work done in this school see Director Walter's book.¹

It is also worth while to draw attention to another kind of work in speaking seen at Frankfort, which reminds one of the Gouin method although based upon the "something seen," visualization proper, and not upon the mental visualization of Gouin. As the teacher enters the room, for example, the movements of the teacher are either described by individual pupils or by the class :

**Visualization
at Frankfurt.**

1. You are entering the room.
2. You are stepping onto the platform.
3. You are pushing back your chair.
4. You are sitting down.
5. You are opening the ink-stand.
6. You are taking the pen.
7. You are dipping it into the ink-stand, etc.

Actions on the part of the pupils are also described by the boy performing the action, or by one of his comrades. For further examples of this kind of work, see Walter, p. 14.

How far this type of oral work can be used in secondary schools in the United States, must be decided by each

¹ "Englisch nach dem Frankfurter Reformplan," Walter, Marburg, pp. 65-66.

teacher for himself. It is certainly done at Frankfort with a great deal of spirit by the young pupils, and I see no reason why, for the sake of variety, similar work cannot be attempted with beginning classes in the lower classes of high school. Teachers must be on their guard, however, against overdoing it.

For high school pupils, especially for those who do not begin German until the second or third year, there will be little or no time for the Hölzel "Wandbilder." The second kind of work in speaking will be found more adapted to their requirements, namely conversation based upon the reading or a constructed text. It is a mistaken view of the matter to suppose that a beginner in high school should be able to answer questions on an original German text filled with grammatical and syntactical material which he cannot be expected, as yet, to know. German is far too difficult a language for that, unless the teacher is contented with the pupil's learning things not understood off by heart. We must be systematic in the study of German just as it is necessary in the study of Latin and Greek. If we are not, I see nothing but chaotic confusion, or at least inaccurate knowledge, a mere smattering of the fundamental facts. The study of English and French is not parallel, for both languages have few formal difficulties compared with German. In the very first weeks of instruction in these languages the skillful teacher can set a large amount of material in motion. The pupil needs a vocabulary, to be sure, but provided with this necessity, we can easily set to work. Compare the English "the" with the forms of the German "der"; the simplicity of the de-

Regular versus
Constructed
Texts.

clension of the majority of English nouns, with the difficulties that beset the learner of German declensions. But anyone who has had experience in teaching German knows how circumscribed conversation must be until the main body of German forms is known to the pupil through diligent study and abundant practice. It will be seen by comparing the ideas expressed in the chapter on Reading, that the first texts, although connected in form, should be constructed texts, very much like those found in Thomas's "Practical German Grammar." Both in vocabulary and in the grammatical principles involved they should be progressive and suited to the age and requirements of the pupils. The only objection that can possibly be made to such a kind of text is that it is likely to be too obviously artificial, and hence stilted and dull. If this great difficulty can be overcome, and it has been overcome in the grammar cited above, then there is certainly no better material for oral exercises for beginners. The pupil is fed on the right kind of vocabulary, and the grammatical difficulties are suitable to his present knowledge of the language. As the oral work, arranged from the interesting constructed text, does not ask too much of the class, there will certainly be far less of parrot-like replies employing principles not understood, a state of affairs easily imaginable where ordinary texts are chosen, which contain perhaps a large number of forms and principles as yet not gone over with the class. There will be necessarily memory work involved, whether the reading text is made to order or we select an original text. Still on the one hand, the memorizing is based upon an understanding of the principles involved, and on the other hand, it may, or may not

be. But although the field in which the beginner works at first is very small, still a great many interesting oral exercises can be arranged by the teacher who is anxious to strengthen this side of the instruction. It only needs careful thought to utilize every possible means. It goes without saying that, once the fledglings have learned to fly, the study of the constructed text is at an end, and is superseded by original German texts, either the regular reading, or if this happens to be unsuitable, by other material chosen with this object in view. Personally I have found that a collection of short anecdotes was suitable for the younger classes.

Sooner or later some such book as Kron's "German Daily Life"¹ ought to be used to supplement the oral exercises based on the reading. The book is far too full to be taken

"German Daily Life." Kron.

up more than here and there in the different chapters. The teacher should pick out the more interesting and essential points, so that at the end the class may have some definitely planned conversation work on typical points of German life. It is not absolutely necessary that the pupils should possess the book. The teacher can himself use Kron's book as a basis, and talk over with the class the important things he wishes them to remember. An interesting teacher, who has a good command of the language, can undoubtedly make the work very instructive and valuable to a class already possessing some fluency in using the language. The book itself is often dull reading, too much like a catalogue at times, and needs a good teacher to put life into it. I have seen it taught well, following the plan suggested above of developing the

¹ "German Daily Life," Kron, London and New York.

material in the class, the teacher alone using the book as a guide. There was life in the lesson, the language was simpler and more natural, and still the essential points of the book were brought out.

Another book exceedingly helpful to the teacher for supplementary material for conversation, is in itself a book of dialogues originally written for the study of French, but

A Book of Dialogues. containing a carefully edited German translation. The book is "Französische Sprechübungen," by Storm.¹ The dialogues are ar-

ranged to illustrate various chapters of French grammar, and the teacher will, after studying it, see many ways in which he can utilize parts of the book for class instruction. It is not a book for the class to have, however, its arrangement is not suitable for that. But some of the dialogues can be given to the class, and made use of for conversation and for composition, as I have described, p. 157. Other books which may be used for both conversation and composition are the German "Echo" books, published by Giegler, Leipzig. For other books see chapter on Reading, p. 162.

The foundation of all work in speaking is imitation of something with which the class is familiar. In the earlier stages of the study, while the teacher is laying the foundation for a good pronunciation, the answers of

The Foundation of Oral Work. the pupils will hardly be anything more than a repetition in the appropriate form of the

teacher's question. In other words, the teacher must see that the questions he forms on a given text not only imply the answer, but practically include the words of the

¹ "Französische Sprechübungen," Storm, Bielefeld, 2d ed., 1893.

answer. This may seem mere child's play to the outsider ; to the pupils, however, even the simple repetition of the words of the teacher in the answer form offers difficulties. Confusion arises from the mere fact of having a question asked them in a strange language. The new words and forms become confused when they attempt to reply, and added to this are the difficulties that the still uncertain pronunciation presents. It takes time to get the class in the right attitude of mind to answer promptly in the, as yet, strange language, not to lose their heads when they hear a question asked. It takes time to bring about the harmonious working together of the physical and the psychological factors necessary in speaking, to overcome natural shyness at trying to say something in a language which they are only beginning. It is a very good plan at first to require the pupils to repeat the question verbatim before attempting the answer.

Even at the outset considerable variety in the form of questions is quite possible, in fact very essential for sound progress. As the majority of pupils have very little practical knowledge of the structure of the sentence, so essential as a foundation for asking or answering questions on a given text, practice is necessary. Walter, in his book "*Der französische Klassenunterricht*,"¹ p. 18, gives illustrations of how to form questions to emphasize in the answers the various parts of the sentence, such as subject, object, predicate, adverbial modifier, etc. Take, for example, the French sentence he gives :

Un paysan avait remarqué que beaucoup de personnes portent des lunettes en lisant.

¹ "*Der französische Klassenunterricht*," Walter, Marburg, 1895.

So zerlegt man zunächst den Nebensatz *beaucoup . . . en lisant* in die folgenden Fragen :

1. Subjekt : *Qui porte des lunettes ?*
2. Prädikat : *Que font beaucoup de personnes ?*
3. Objekt : *Que portent beaucoup de personnes ?*
4. Adverb. Bestimmung : *Quand portent-elles des lunettes ?*

Auf die ersten drei Fragen wiederholt der Schüler den Satz : *Beaucoup de personnes portent des lunettes* oder *elles portent des lunettes*, auf die vierte fügt er diesem Satze noch *en lisant* hinzu. Alsdann verbindet man den Hauptsatz mit dem Nebensatz durch die Frage :

1. Subjekt : *Qui avait remarqué que beaucoup de personnes portent des lunettes en lisant ?*
2. Prädikat : *Qu'est-ce que le paysan avait fait ?*
3. Objekt : *Qu'avait-il remarqué ?*

Auf jede der drei Fragen wird der Satz wiederholt : *Un paysan (il) avait remarqué que beaucoup de personnes portent des lunettes en lisant.*

Some such plan as the above is the very best way to help the pupils themselves to prepare the reading for question and answer. It can also readily be seen that such a preparation will quickly enable the pupils to ask questions, as well as answer them, in class. This exercise of asking each other questions ought to be encouraged, especially on selections that have been carefully worked over beforehand by the teacher, and are well mastered. The pupils take the recitation into their own hands for a time, the teacher simply guiding and correcting. He can go round the class letting each pupil answer and ask a question in turn, or appoint one pupil to ask questions for a time, and select one to

answer after each question has been put. This guards against simple memorizing of the text with nothing more.

In the early stages of instruction it is a good rule to which to adhere, that the pupils should answer in complete sentences, and not be content with simple "yes" and "no."

Complete Sentences as an Answer. Later, when the class has got on and the colloquial exercises assume, more and more, the character of natural conversations between teacher and pupils, it is not so essential. But such a state of affairs assumes a knowledge of German which is beyond the possibilities of the ordinary course in German simply fitting for College. If the teacher is content to accept "yes" and "no" from the first he will soon find that he does most of the talking instead of the pupil. Good practice for the teacher no doubt, but failing in the very object he ought to strive to attain.

After all, one of the great secrets of doing successful work in conversation is to stimulate the pupils to do the greater part of it. Let the teacher talk as much as is necessary to make what he wants to do clear, then let him

Shall the Teacher Talk? see that the class does more talking than he does. It has been my experience in observing the work in schools, that the average teacher does far too much of the talking. He seems to like to hear the sound of his own voice in the foreign tongue, and the poor pupils have to sit and listen when they ought to be employing every moment of the valuable time training their own vocal organs. To be sure in every well-organized course, it is highly advisable that the class should hear, as well as speak a great deal; but there is a time for listening, and there is

also a time for letting the pupils talk to the teacher and to each other. Teachers seem to forget that no one ever learned to talk simply by listening to someone else. It requires a great deal of care and forethought under present school conditions, to be at all successful in this type of work. The only way to succeed is to see that the pupils do as much of the talking as possible.

Even in this very elementary stage there are numbers of changes which can be made for variety's sake, and which also guard against parrot-like work. If the selection is

**Variety in
the Work.**

written in the third person, for example, the questions can be so put as to give practice in the other persons, singular and plural. Change of tense can often be introduced, and practice in the use of other chapters of grammar. Interesting and illustrative material for this kind of work will be found in Walter's book.¹ The next higher grade of questions would still be based on imitation, but would not follow the wording of the text so closely, by bringing in words and expressions with which the pupils are already familiar. The pupils should in fact be gradually led to give their answers, as far as possible, in their own words, that is by utilizing, wherever feasible, phrases previously made their own. This type of question and answer work would, to all intents and purposes, correspond to a similar exercise on a text in the mother-tongue. The admirable method of paving the way for the natural discussion of the text, is one seen at the *Musterschule* at Frankfurt-a-M. Here the pupils are early and regularly taught to substitute other modes of expression for the

¹ "Englisch nach dem Frankfurter Reformplan," Walter, Marburg, 1900.

same thought, see p. 105 of Director Walter's book cited above. For example :

The advantage of the English lay not in bulk, but in construction.

(a) The English were overwhelming not by the size of the ships, but their power lay in the construction of the ships.

(b) In construction, not in bulk lay the advantage of the English ships.

(c) The English ships were superior to the Spanish, not in bulk, but in construction.

(d) The advantage of the English fleet (squadron) consisted not in bulk, but in construction.

(e) The advantage of the English was in the light construction of their ships.

(f) The English had not large ships, but they were better constructed.

(g) The power of the vessels of the English was not caused by the extent, but by the construction of the ships.

(h) The English men-of-war could do very much against the enemy because they were well constructed and not too large.

(i) The English vessels were not large, but well constructed.

(k) The advantage of the English men-of-war did not consist in size, but in construction.

(l) The advantage of the English men-of-war was to be found in their construction.

Lord Howard could observe that many of the large ships of the enemy were busy in stopping leaks.

(a) observe = see ; many = a great number ; were busy = were engaged in.

(b) busy in = occupied with ; enemy = foe ; stopping leaks = repairing the damage ; observe = perceive.

(c) observe = remark = see ; many of = a great part (deal) of.

(d) observe = espy ; busy in stopping = worked to correct.

(e) busy = diligent.

(f) could = was able.

(g) Lord Howard saw . . . big men-of-war.

(h) large ship = a ship of great bulk.

(i) many = most ; stopping = closing = shutting.

Instead of the short question requiring a short answer, the questions can be so put that they call for long answers, or a résumé of an anecdote, or a previous lesson, or the story of the book up to the day's lesson, may be given. But such a kind of work ought not to be attempted, at least as a regular exercise, until the class really can use the language with some degree of readiness. The fault of résumés and the recitation of short stories is that the pupil too often gives them verbatim. The recitation goes along nicely wherever well memorized, but is filled with inaccuracies the moment the pupil's memory fails. Résumés should certainly not be attempted with any class before the material on which they are constructed has been thoroughly threshed out, and the pupils are not forced to follow the text slavishly. It would be better, as an exercise, to assign the class the anecdote or some part of the previous lesson to be learned by heart, than allow this half learning by heart which purports to be something else. After reading a story, etc., which has been arranged in the form of question and answer, an excellent way to get the pupils to talk is for the teacher to ask leading

questions about the characters in the plot, and then let the different pupils contribute all they can. One question by the teacher may lead to a dozen answers.

It is doubtful if the time devoted to German in the average high school will allow much development of the higher types of oral work I have suggested above. To talk over a page of literature freely, as one would talk over a page of English literature, to give in one's own words the gist of a paragraph, presupposes a longer apprenticeship than it is possible to give, as a rule. Still this kind of work is the goal towards which oral exercises should lead. Teachers should remember, however, that it is only by persistently practising on lower forms of work that success in the higher ones is at all made possible. Question and answer work closely following a text must always receive a great deal of attention. There is no other way to teach conversation in school than by this close kind of imitation. Teachers should not be too ambitious and attempt work for which the class is not yet fitted. To ask pupils to give orally, or write down, an anecdote they have read, before they are well grounded in the question and answer stage of conversation is folly. The result of the exercise will depend largely upon whether they have learned the piece in question by heart or not. In neither case are the results such as we wish for in this kind of work.

In many books in this country, and in still more in Germany, it has been thought necessary by the authors to print appropriate questions on the reading texts, for the use of teachers and pupils. Favorable and unfavorable criticism can be made on these

Time for
Higher Work.

Printed
Questions.

printed questions. They are certainly injurious if the teacher simply reads them off, a thing often done. Such use must result in the exercise losing every bit of naturalness it might otherwise have had. Interest, which we claim is one of the great recommendations of doing work in speaking, is sure to be lacking, in time, if the pupils know just what questions will be asked, and what answers they will be expected to give.

Moreover it is surely beneath the dignity of a teacher to depend absolutely on such printed questions. The teacher knows, or ought to know, far better than the author just

Should the Teacher Form Them ? what the class needs. No doubt such questions are a boon to the overworked or lazy teacher who still has to carry on work in speaking, for

it requires most careful preparation on his part to work out a number of suitable questions. To make the most out of every sentence, to strengthen the pupil's knowledge of the language by giving practice in the more useful words and expressions, to gradually lead the pupil to replace them by other words and expressions to express the same thought, and thus pave the way for a freer use of the language, all this is not the work of a few minutes. Even the ability to form correct questions requires careful study. Help will be found in Reinstein's¹ book, and also in Ohlert's.² I suggest that the best way to prepare the questions is by first writing them out, and practically learning them by heart. Do not take them to class, or at least do not depend upon them. It gives the pupils a chance to criticise, and moreover if the prepared

¹ "Die Frage im Unterricht," Reinstein, Leipzig, 1895.

² "Allgemeine Methodik des Sprachunterrichts," Ohlert, Hannover 1893, p. 192.

questions are read off the same fault is committed as pointed out above. Being thus well prepared on the subject matter, let the questions rather depend upon the pupils' answers. Once the passage has been closely gone over by the teacher, who has prepared his own questions on it, printed questions upon the same may be welcome to the pupils as a help in reviewing for the next lesson.

I do not think it is practicable or desirable in high school work to throw every text read into dialogue form carried on in the foreign language. Many selections for reading otherwise suited to the needs of the class are not adapted, except perhaps here and there, to any thing but forced conversation. Another point against grinding over every reading lesson in the form of conversation is the fact that the selections are often too difficult. At first the oral ability nearly keeps pace with the pupil's ability to read, soon, however, at least with high school pupils, the gap widens tremendously between the power to read and the power to speak. This state of affairs is partly brought about by the greater emphasis placed upon reading from the very first, for after all our chief aim is to teach the pupils to read much and well. It is also more largely due to the fact that the pupils acquire the ability to read much faster than the corresponding ability to speak. The result is that the reading texts increase rapidly, or comparatively so, in difficulty, whereas the work in speaking goes on slowly and with little gradation. Thus we soon find high school pupils reading texts with ease which are far beyond them if conversation were made of equal importance with reading and were based upon it. It would be manifestly unfair to keep pupils of

How Far

to Carry

Dialogue Form.

high school age reading simple texts mentally beneath them, in order to have material for conversation. The case seems rather different to me with younger pupils say of nine or ten, in the elementary school. It is no place here to discuss the teaching of German in elementary schools, still no doubt the oral method is best adapted to appeal to the young minds, and conversation would doubtless take up the major part of the time. Accordingly for a long time the necessary reading could be extremely easy, and planned to work well in dialogue form between teacher and class.

In this way the vocabulary necessary for speaking purposes would practically be the same as the pupil's reading vocabulary. That is, each word read would immediately pass

**Vocabulary
Building.**

into the productive class of vocabulary necessary for speaking. This manner of building up a stock of words could go on for a considerable

time. In a shorter course, with more mature pupils, however, in a course whose primary object is not speaking but reading, there must be at least two main groups of words in the pupils' vocabulary.

1. A comparatively small group which only increases slowly as time goes on ; the words which have reached the productive stage and can be used accurately and fluently in speaking.

2. A far larger group including the other, which grows rapidly ; the words which belong to the reading vocabulary of the pupil, but which are, for the most part, not well enough known to use in conversation.

We may represent the two vocabularies from the point of view of two concentric circles, of which the inner circle rep-

resents the productive stock of words, and the outer and far larger represents the receptive vocabulary, the words known for reading. We develop the words within the small circle as much as is consistent with our aim, still it stands to reason that in the high school the words will never be large in number, and the ability to use them very circumscribed.

Largely for the reasons given above, I have suggested in the chapter on reading that it is advisable to have two kinds of texts. The first and more important kind comprises reading texts chosen, primarily, for reading alone, though adapted here and there perhaps for colloquial practice. The second kind would be selected principally because it was suitable both from the point of view of difficulty, and its adaptability for practice in speaking. The first kind of reading could soon, in the case of high school pupils, be chosen from easy German literature. The second would be best provided for first by constructed texts, or possibly by easy anecdotes.

Before leaving the discussion of conversation it will be necessary to say something about the use of German as the regular language of the class-room, either by way of giving commands, or in teaching grammar. Let us take the first — commands — the kind of conversation a teacher uses to conduct a class. If we leave out corrections of translation and the study of grammar, there is no occasion for the teacher to say very much to the class of this nature. Still it is important to take advantage of this little. Simple as the oft-recurring

**Two Kinds
of Texts.**

**The
Language of
the Class-room.**

expressions are, they all help towards producing a German atmosphere. The class gradually accumulates in this way a valuable addition, to its knowledge of the language. The habit formed at the beginning of the course, of teaching in a direct way the necessary expressions for conducting a class, and of using them daily and not only periodically, is to be commended. Once a beginning is made and systematically adhered to, the teacher will find that there are a number of things in time that can be said to the class just as effectively in German as in English. I advise teachers to make out a short list of questions and commands, and gradually use them as occasion offers. One can easily swell the number to a hundred or so of natural expressions. A good way to prepare the list is to write down what is constantly said in English to a class, and then the German equivalents.

In translation it seems best to make an exception to the rule of using German. It is an exercise in English, and the teacher had better consider it as such, and not mix the two languages.

Where English
is Best.

In class study of the grammar there is offered a great opportunity to use German as the language of the class. To meet the demand grammars written wholly, or partly, in the foreign tongue have appeared in Germany and also in this country. In Germany opinion is still divided. Many teachers who might other-

Grammar
in German.

wise use the foreign language in grammar teaching are to some extent restrained by the official regulations, notably of Prussia. There is certainly much to be said in favor of, and also much against, this practice, especially in courses organized

as those in Germany and where speaking the language is greatly emphasized. The main argument in favor is, that it is impossible to use the language too much in the class-room. Advantage should be taken of every available opportunity, and just this study of grammar offers a large field for work in hearing and using the language studied. Moreover, such a dialogue carried on between teacher and class, is, providing of course that the pupils have the necessary command of the material, a most natural kind of conversation. The fact that the pupils are daily hearing and using the foreign language seems to the adherents of the plan to outweigh any objections that might arise on the score of the grammatical vocabulary being largely made up of technical terms for which the pupil will later have no use. They say that the purely technical terminology, for the most part derived from the Latin and the same for all languages, is not difficult to teach. In addition a great deal of other material is brought into use, and by constant repetition strengthens the pupils' command and understanding of the spoken language.

As against this, there are several objections which apply even more strongly to conditions in the United States than in Germany. First, a few preliminary words about the ability of the teacher to do this kind of work.

Have Teachers the Necessary Knowledge? In Germany I have heard grammar lessons carried on in English, by teachers otherwise possessing a good command of the spoken language, who, in their grammar teaching, used expressions which sounded extremely unnatural. They were correct in a measure perhaps, and yet I felt sure that an American or English teacher would

not explain the matter in the same way or in the same terms. The difficulties of the teacher in securing a special vocabulary and turns of expression, such as a native teacher would use, are apparent. He will not learn them simply by the study of a grammar written in the foreign tongue. It seems almost necessary that he should take his seat as a school-boy once more, and in this way learn the grammatical terminology. Admitting that the teacher can handle this with sufficient accuracy, what objections can one raise against teaching grammar in German?

There are two essential requirements for good grammar teaching. It must be clear and it must be thorough. German grammar at the best is exceedingly difficult for English

Clearness. speaking people. However we teach German grammar, whether it be by the inductive or the deductive method, or partly by both, there is a great deal for pupils to master. Matters are constantly coming up which must be explained both by teacher and pupil. I have yet to learn that a teacher can explain, or that a class can understand an explanation, any too well, even when given in the mother-tongue. The usual facts of the case are that important principles have to be explained carefully many, many times, before the majority of the class grasp their significance. I am not leaving out of account the various exercises by way of illustration either, so fundamental as an aid to understanding. The chances against securing clearness when using the foreign language must certainly be increased. In order to keep within the range of the pupils' vocabulary the teacher is obliged to use a circumlocution, not always very clear, nor probably as accurately expressed as the more

direct statement he might have made in his own language. It is certainly of fundamental importance that the pupils themselves should also be taught to express accurately and definitely the more important facts of grammar, but it is too much to expect them to give accurate definitions or explanations in a foreign language, which they can still only handle with difficulty. To be sure they can memorize a number of explanations from the grammar, but such a process does not imply that the principles underlying them are understood. But one might reply that it is sufficient proof of understanding if they can give appropriate illustrations and can otherwise employ the rules correctly. We wish both powers developed. We wish to give our pupils the ability to employ grammatical material accurately and readily, and we also wish them to be able to state the reasons or general rules, as far as they are valuable, in a direct logical manner. To bring about the latter, the English language seems best adapted. We save a great deal of time, we are more likely to be understood, and what we say is more likely to be remembered.

Grammar teaching in the foreign language the pupils are studying runs a great danger of being superficial. Free discussion is hampered at every point by the pupils' inability to understand or use the language freely. The result is that the teacher is compelled to keep the discussion down to the very simplest elements, and to merely touch the surface of things. Moreover the average teacher is too likely to regard the whole exercise as an exercise in speaking rather than an exercise in grammar. With such an attitude nothing could be more fatal to grammar teaching. If the teacher is more bent on securing some sort

Thoroughness.

of an answer to his question than he is on teaching grammar, if he deals with words and not with facts, then such work is a mere farce. It must be admitted that this danger lurks in all class work in conversation and doubly so in grammar teaching, for the subject is intricate, and the pupils' knowledge of the language as yet meagre. After all for secondary work in the United States the question is not a very important one. The value we have attached to speaking is not great enough to warrant us in spending the time on teaching grammar in any other language than the mother-tongue. Our time is short for teaching grammar well as it is, and we must use the most direct method and the one that will produce the best result for the time spent. Assuredly the teaching of German grammar in English meets the conditions best.

If the teacher is anxious to eliminate the use of English in the upper classes and thinks the matter worth while, I suggest using a small German grammar in these classes. The chief difficulties of grammar will have been overcome by this time and the class will be able to use the language with some degree of facility, so that the review grammar in German will not cause them much trouble. The grammar study on the contrary may receive fresh impetus thereby. Some preparation too may be made long beforehand towards making the change, by teaching, for example, the common technical terms. There is surely not much difficulty in learning to say "Dativ" for "Dative," or "Kasus" for "Case," etc.

My present feeling towards the matter is that the field for conversation is broad enough without utilizing the language

**Elimination of
English.**

of grammar. The dangers I have enumerated above make me very sceptical as to the outcome and the abiding results of grammar study carried on exclusively in German. I should certainly advise the moderately equipped teacher not to attempt it.

CHAPTER V.

GRAMMAR.

THE position that grammar shall occupy in modern language instruction has long been a debated point. One generation cultivates grammar as a very precious thing in itself. The next generation says "Away with grammar, we will have none of it!" Still a third party, the more thoughtful, says "Grammar shall no longer be enthroned as a queen, but in the future shall serve as a handmaiden! We should no longer study the grammar for itself alone, but only as a means of better understanding the written and spoken language. It is a means to an end, and not the end itself, as held a generation or so ago." As far as we can judge at present the last view is the sanest. Whatever formal value there is inherent in the study of German grammar we accept as a matter of course. On the other hand, the days are past for regarding the study of modern languages as purely mental gymnastics, and the centre of the study grammatical rules and paradigms. But even if we dethrone the "queen" it is no easy matter to decide what duties the "handmaiden" shall perform, and how she shall perform them! Not to make too much of grammar, and yet enough; how to teach it most effectively, most quickly, and most palatably, are questions that are ever coming up for solution.

It is fundamentally important for the work that there should be, in every school course, a systematic study of

grammar suitable to the age and requirements of the pupils. Whether we make reading or speaking of paramount importance, we owe it to our pupils that what they learn of the language should be well ordered, systematized knowledge. Haphazard instruction dependent upon the caprice of the teacher is unworthy of our subject. We are willing that our pupils should learn comparatively little grammar, but what they do learn shall be learned thoroughly. As our time is short for this kind of work in the course, we must economize by "pigeon-holing" the pupil's knowledge. This ordering of the knowledge ought to begin at once. We do not want the kind of knowledge that is simply based upon hearing and memory without understanding, or even the kind of grammatical knowledge that pupils acquire when all the chapters of grammar are studied at once, as it were. The pupil with such teaching cannot help having a mere jumble of unrelated facts, which in time will fade from consciousness. The "natural method" has much to answer for as regards the flippant way the pupil is taught grammar, or rather not taught grammar, and teaching according to the "reform method" is also not without its dangers in the hands of a teacher who is stronger in theory than in practice. It is a beautiful theory that young pupils should unconsciously learn the new language by much hearing and speaking, in much the same way that the child, in the first years of his life, gradually and unconsciously acquires a vocabulary and knowledge of form. But the cases are by no means parallel. The child for instance, in spite of the immense advantages he has in power of imitation, environment, etc., wastes a great deal of time in acquiring even

a moderate command of his mother-tongue, because he is as yet too immature to benefit by any systematization of his knowledge of the language. Pupils of high school age, however, have already reached the period in their mental development when they can, and ought to, profit by order and arrangement in the work. But while most people will agree that there should be regular and thorough study of grammar as far as it goes, opinions will differ widely as to the best arrangement and method. Shall we teach in the old-fashioned way according to the long established categories, beginning with the definite article and ending with the interjection? Or shall we choose small bits from each chapter of grammar to suit the requirements of the hour, leaving the complete system to be built up at some later date? Or, again, shall we teach our pupils according to the inductive method and let them gradually fashion their own grammar, as it were, from texts, either regular or constructed? These are some of the questions that must be answered in this chapter on Grammar.

The answer to the first two questions partly depends upon the age of the pupils, and partly upon the type of language to be studied. If the pupils have reached the age when

they might easily profit by a systematic study according to the traditional categories, the discussion is narrowed down to the influence the

**The "Old
Method."**

kind of language brings to bear upon the arrangement of grammar study. In the present case we are dealing with high school pupils, and it is presupposed that, either through the study of English or both English and Latin they are sufficiently equipped for learning grammar in the above way, if deemed advisable.

A language as rich in inflection as German presents difficulties whatever arrangement we make of grammar study, difficulties which would be scarcely felt in the study of English. The complexity in German contrasted with the simplicity of English noun declension is only one of the many obstacles that have to be overcome. English lends itself to teaching grammar according to arbitrary installments more readily than German, for compared with German the language is almost formless. Leaving syntax and the verb forms aside, the study of English may be said to deal very largely with acquiring a vocabulary, for the changes which the words undergo in the sentence are so slight that they hardly need to be taken into account, at least compared with the corresponding changes in German. Hence it makes practically little difference not only in what order the different categories make their appearance in the course, but also whether the various parts of speech are introduced simultaneously or not. In fact the use of all the parts of speech together may be a distinct advantage. Obviously the reading and other exercises are not so likely to be stilted and barren of interest where the writer, or teacher, can use all parts of speech, at once if he so chooses. He is not forced to keep within a narrow range as is the case where the order of grammatical chapters is strictly followed. With a few principles he can set a wealth of material going in teaching English. Words the pupil must learn, to be sure, but otherwise he is not handicapped at every turn by inflectional endings which must be known before the words can be used. The arrangement of English grammar then, depends largely upon the author's

or teacher's personal opinion, both as regards order of learning the various forms, and syntactical usages. The main thing to be borne in mind is that gradually some complete, even though elementary knowledge, of the system as a whole shall be brought home to the pupil's understanding.

If we allow the same loose arrangement in the study of German the chances of success are less certain. The large number of forms tends to produce great confusion unless some method is followed, at least in the study of those parts of speech in which the forms are subject to change. For example, if attributive adjectives are introduced before the declension of nouns and the simple uses of the cases are known by the pupils, confusion is sure to arise. It is brought about largely by the troublesome forms, but it is also to some extent increased by the introduction of words employed in a different function. Some well thought out arrangement is necessary for the study of grammar if for no other reason than the confusion that will most probably arise from trying to do too many things at once. We cannot immediately teach a large number of new forms and functions which are exceedingly difficult for the boy of any nationality to grasp, and particularly so for the American or English boy unused to gender of nouns, cases of nouns, and the use of inflectional endings, etc., unless he has had some experience with Latin. Another reason may be added for definite arrangement, namely the fact that inflectional endings are after all closely associated. After the pupil has a knowledge adequate for the time being of nouns, as regards forms and use of cases, the adjective declension follows naturally from the knowledge of "der,"

**Arrangement
of German
Grammar.**

which in its appropriate form the pupil is always expected to associate with the noun. The other uses to which the knowledge of the declension of "der" and "ein" may be put are too obvious for enumeration. But what has been briefly said above does not necessarily imply that the systematic study of grammar shall be given strictly in accordance with the usual order of the chapters in a scientific grammar. Let each teacher, if he is able, make his own arrangement, or follow some book which in the main suits him.

The chief rules to follow are that the study should be progressive, passing from the known to the unknown step by step. There should be no attempt to study a number of new forms and functions together. Such a course will
Let the Study only result in a mere jumble or undue memory
Be Progressive. work not based upon reason, or both. Rather teach the fundamental facts of each chapter before going on to the next.

There is no doubt a strong tendency inherent in this method of going through each chapter by itself, to neglect the chapters previously studied. While hammering at the nouns of the "Mann" type, the pupils may easily
No Neglect of forget how to decline nouns like "Vater" and
Previous Work. "Sohn." Careful teaching, however, can avoid this condition of affairs to a large extent, but it is obvious that one cannot keep the whole grammar at concert pitch, under any system. If one thing is picked out for practice, it necessitates letting something else fall into more or less disuse. But a good teacher will somehow manage to keep the fundamental facts of grammar and syntax ringing in the pupils' ears once they have been studied.

As a matter of fact the study of the German grammar, beginning with the article and noun and so on through adjectives, pronouns, and verbs, is on the whole not a bad arrangement. The great objection to this order

**Study
of the Verb.**

is that it puts off the real study of the verb until late in the course. In a course where

little attention is given to speaking, where in fact all the teacher wishes is that his pupils shall have thoroughly read through the grammar and have done a few exercises on the various chapters, this objection will hardly be felt. It is only when one wishes to teach grammar with such a degree of thoroughness that the class can readily make use of the fundamental facts either for reading, writing, and to a less degree for speaking, that the distance between the study of the noun and the study of the verb is borne in upon one. There are so many things to do before the class has an adequate knowledge of nouns, adjectives, and pronouns, and all these things take a great deal of time. Yet the knowledge of the verb is so extremely important that at first thought it might almost seem advisable to begin with it — undoubtedly the best plan in the study of French — and take up the study of the noun, etc., in connection with the various topics under verbs. I think, however, the other procedure, *i. e.*, beginning with the noun and teaching as much of the verb as is necessary, is the more preferable of the two in the case of German. It is not because the actual forms of the verb are so difficult — in fact they come more naturally to the class than the inflection of other parts of speech — but verbs carry in their wake a number of other exceedingly complex matters, prominent among which is their influence upon

word order. This plan of teaching the necessary parts of the verb with the noun delays the complete study of the verb, but on the other hand when the real study comes the pupils are in a better position to cope with it than if the opposite plan were followed. Moreover the requisite verb forms are more easily learned than the nouns and adjectives. For a considerable period the knowledge of the simple tenses, the present and the preterite, and the imperative, will amply suffice. They will take as much time as we can spare from the main topic of grammatical study, besides the limitations set will allow the pupils time to get well grounded first in the simpler forms of the normal and inverted order. There is some doubt in my mind as to when the compound tenses, particularly the perfect tense, should be introduced. There seems no harm in teaching this tense, at least after the pupils know the tenses given above of a good stock of common verbs, and show that they have had enough practice to have formed correct habits with regard to word order in principal clauses. I suggest then a plan by no means new, namely the gradual absorption of verb forms in connection with the study of the other parts of speech in the usual order, beginning with the noun and the article, but leaving the more complete study of the verb until it appears in regular order.

In addition, there is no reason why uninflected words, such as predicate adjectives, adverbs, prepositions, etc., should not from the outset be incorporated into the lessons.

Other Parts
of Speech.

In fact adverbs and their effect on word order, and the more common uses of the prepositions, are best taught from the beginning in connection with the study of inflected parts of speech. If we

except the verbs and the other uninflected words, the other parts of speech need no special arrangement as regards introduction. For example, the relative pronoun appears at a time when the class knows enough of German word order in principal clauses to readily learn the changes in word order in subordinate clauses. Of course, the work is at first very narrowly limited; we are cramped on every hand, but these very limitations make for success. Gradually the whole grammar unfolds itself, with the ability of the pupils to make good use of forms and principles as they appear.

In Germany the Reformers are strong in their belief in the study of grammar inductively. The reading text is made the basis of grammatical study, and represents the liv-

Grammar Inductively. ing language from which the pupils gradually evolve, with the aid of the teacher, a knowledge of the essential grammatical and syntactical rules. Some few teachers even go so far as to practically let the pupils write their own grammar out in special exercise books. This is, for a time at least, their only grammar. But as Sweet says, "It would involve great waste of time and effort as compared with the ordinary grammatical methods. And there would be a sense of unreality about it; teachers and pupils alike would feel that they were only playing at grammar—pretending that they had to make their own grammar, while they knew perfectly well that the work had been done for them long ago, and that the results were accessible in hundreds of grammars of every degree of elaborateness." Moreover, anyone acquainted with the work of the average school-boy knows how difficult, if not impossible, it would be for the teacher, and how much

time it would take, to guard against inaccuracies creeping in. This plan is apparently not at all general. The usual method employed by teachers who still believe in the inductive method of grammar study is to use the printed grammar as a guide and book of reference. They require besides that the pupils shall, either orally or in writing or both, collect material on the various essential facts of grammar and syntax, more particularly by searching high and low in their reading, etc., for appropriate examples. For work of this kind again see Walter's English book, p. 120.

For greater clearness as to how the inductive method of grammar study is used in Germany for the study of English, two examples from Mangold¹ will be found suggestive.

**Examples of
the Inductive
Method.**

After saying that the inductive study of the grammar is so often misunderstood, and that he wishes to make the matter clear, he goes on :

“Ich sehe z. B. bei Hausknecht, dass nach der dritten Lektion bereits die Formen von *to do* zusammengestellt werden können ; denn es sind folgende Sätze dagewesen :— *Doesn't Parker ring the bell loud enough? — Don't you see it? — I wish I'd done it. — I haven't finished doing my German exercise yet. — This'll do. — Why didn't you look it out in the dictionary? — What does Blei mean?* Ich lasse alle diese Sätze von den Schülern vorbringen, indem ich ihnen aufgebe, alle Beispiele von thun = *to do* zu sammeln. Ich schreibe die verschiedenen Formen währenddessen an verschiedene Stellen der Tafel, etwa so :

¹ “Methodische Fragen des englischen Unterrichts,” Mangold, Berlin, 1896, p. 21.

do did done doing

does

do

Die Schüler finden leicht die Unterschiede der Tempora heraus, indem sie die einzelnen Formen ordnend bestimmen, und hiermit ist die volle Konjugation dieses Verbums gewonnen; sie braucht nur durch Uebungen befestigt zu werden. Ebenso sind alle Formen zu inducieren.

Als syntaktisches Beispiel der Induktion wähle ich das Partizipium des Präsens gleichzeitig mit dem Gerundium oder Verbalsubstantiv. Zeit der Zusammenfassung etwa: Ende des ersten Halbjahres, nachdem der erste Teil des "English Student" durchgenommen ist. Es liegen darin etwa 44 Beispiele auf die Progressive Form: *I am coming* u.s.f., 9 auf die adjektivische Verwendung: *Bob waking up*, 2 auf den Anschluss an Verba der Wahrnehmung: *Don't you hear the man calling out?* 5 auf die Formel *I am going to*. Die übrigen 14 Beispiele gehören zum Gerundium. Es kam 2mal vor als Subjekt, z. B. *Walking has made me hungry*, 6mal als Objekt, z. B. *We can do our packing*, einschliesslich von Fällen wie *The boys stop talking*, 6mal in Verbindung mit Präpositionen, z. B. *I am very fond of learning*.

Hiermit sind die Grundzüge für die syntaktischen Regeln über Partizip und Gerundium gegeben. Nachdem die Schüler die Beispiele mit Hülfe des Lehrers gesammelt und geordnet und die Prinzipien des Gebrauchs erschlossen haben, wird die Grammatik aufgeschlagen, die Richtigkeit der gefundenen Regeln bestätigt und zusammenfassend eingepreßt. Es zeigt sich, dass manche wichtigen Fälle noch fehlen, die für die Zeit aufgespart werden, welche zum

Abschluss des Partizip-Pensums bestimmt ist. Die Grammatik muss ja immer wieder und wieder vorgenommen werden, da sich ihr System in konzentrischen Kreisen aufbauen soll."

The inductive study of grammar as seen in Germany, is one of the results of the reaction against undue emphasis of rules and paradigms of generations ago. The old plan of

Example First beginning with the rule and following with a
— Rule Later. few examples has given place to the opposite procedure: examples first, rule afterwards.

Instead of constructing the language laboriously in accordance with a number of rules which the pupil must take entirely on faith, the inductive method prescribes that one should start with the living language and fashion one's own rules, or at least prove for oneself the printed rules of the grammar. It is an attempt to apply to the study of grammar the same scientific method which has long since been applied to the study of sciences. In fact, the inductive method as applied to language study is nothing new. Ratke among others who have followed him, advocated it. Why is it that the method par excellence for all scientific work has had so many ups and downs when applied to the learning of foreign languages?

If we speak from a purely theoretical standpoint, there are some fundamental advantages which may be claimed for this method, as against the more usual synthetic method so much used in the past. In the first place it

Advantage of puts the pupils in the right attitude towards
the Inductive grammar and its relation to the language. In-
Method. stead of regarding the language as something constructed to

comply with a number of abstract rules, he learns the correct point of view, namely that rules are merely attempts on the part of scholars to deduce, from the language, some sort of system for the sake of guidance.

It is also psychologically and didactically correct that the understanding of abstract rules of grammar should grow out of the examination of an abundance of individual cases, *i. e.*,

Abstract Drawn the abstract should grow out of the concrete.
from the If the pupil with the help of the teacher
Concrete. abstracts, for himself, the principles and rules from the study of numerous examples, the kind of mental activity he has exercised to arrive at results will make his knowledge sounder and more easily retained.

Moreover, the adherents of the inductive method claim it is more interesting to the pupils. "Es weckt und erhöht das In-

Interest. teresse; durch das Selbstfinden, das Selbstentdecken wächst nicht nur die Kraft, es steigert sich auch Eifer, Freude, und Aufmerksamkeit des Lernenden."¹

The usual criticism made against the inductive study of grammar is that it is unsystematic. If we take the ordinary view of the matter it certainly does lack a visible system.

Is it Unsystematic? The pupils are at first taught only fragments from different parts of the grammar, just what the teacher thinks necessary for the present purpose. In the teacher's mind, however, there is present all the time some preconceived arrangement, and the results of the study will no doubt enable the pupils in time to form a well-knit system. In the meanwhile the pupil follows his

¹ "Encyclopädie des franz. Unterrichts," Wendt, Hannover, 1895, p. 131.

guide implicitly, just as under the old method he had to accept the rules of grammar on faith. What if the teacher is not a suitable guide? Training in the use of the scientific method will do the pupil little good if the teacher has, after all, made but a muddle of the whole matter of grammatical study; if, where we awaited a thorough preparation for forming a system, we find nothing but disconnected fragments.

No method of grammar study is so dependent upon the teacher for its success or failure as the inductive. The synthetic study calls for a book arranged more or less strictly

Success Depends Upon the Teacher.	according to the established categories of grammar, containing necessary illustrative material, and the main task of the teacher is to teach
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according to the book. In the inductive study of the grammar based upon the living language the teacher controls the grammatical study to a great extent. It depends upon him whether at the end the pupils have been taught the necessary chapters of grammar. Hence, it is not alone fundamental that the teacher should know how to speak and write the language correctly, but he must also have a very clear idea of just what is essential, how to separate the important from the unimportant in the mass of material. Moreover, this must in the end result in a methodical, well constructed, and well balanced plan as to how the pupils are to be gradually led to a well rounded knowledge of the main facts of grammatical usage, which can eventually be systematized. What has been done and what is to be done, as well as how it is to be done, must stand out clearly in the teacher's mind. Of course the teacher will find lesson books written for just this kind of work, still they must always be largely suggestive.

The great bulk of the thinking and planning must be done by the teacher.

Then there is the problem to be solved of how to obtain material suitable for the deduction of the main rules of grammar and syntax. Even in the study of English and French

Material for the Deduction of Rules. it has been found expedient to either choose or construct texts that are rich in particular forms, or allied groups of forms, and from which rules can be readily deduced. Bierbaum, for example, says :

“In Bezug auf die für ein Lehrbuch geeigneten Lesestücke, an denen nicht allein die Sprachfertigkeit, sondern auch die Grammatik auf induktive Weise gewonnen werden soll, neigt sich jetzt die Mehrzahl der Anhänger der neuen Lehrweise immer mehr der Ansicht zu, dass dieselben auch derartig beschaffen seien, ganz besonders diesem letzteren Zwecke zu dienen, d. h. die zur grammatischen Anschauung nötigen Beispiele in genügender Anzahl zu enthalten. Das kann selbstverständlich bei keinem einzigen Lesestücke der Fall sein, welches, ohne besonders für diesen Zweck bearbeitet zu sein, aus irgend einem Buche abgedruckt wird.”¹

While it is possible to apply the inductive method to the study of all languages, there is no doubt that highly inflectional languages, such as Latin and German, do not lend

Application of the Inductive Method. themselves so easily to it as the English and French type. These difficulties do not so much arise from the mere deducing of the

rules from the text, as from the confusion that must necessarily result from starting with a text that contains a large

¹ “Lehrbuch der englischen Sprache,” Bierbaum, I. Teil., p. iv, Leipzig, 1892.

number of new forms at the very outset. For, as we have seen, the advocates of the inductive method also hold strongly to the belief that the work should be based upon some natural text, however simple, and not upon disconnected sentences made to cover a particular point. Excellent as Hausknecht's "The English Student"¹ may be for the study of English, the selection, if given in German, would turn out most inappropriate for beginning reading. Let us take, for example, Sketch I., First Dialogue, Getting up.

In a bedroom of Charterhouse School at Godalming, Surrey.

Tim (pulling the blanket and counterpane off Bob's bed). Hulloo, Bob, get up. Doesn't Parker ring the bell loud enough?

Bob (waking up and rubbing his eyes). What, six o'clock already? I still feel very sleepy.

Tim. That's how it is every morning. Make haste and get dressed. It's twenty minutes past. Have you forgotten what the Doctor said last week?

Bob. No, so I won't be late again. (Throwing off the sheet, he gets out of bed, puts on his trousers and socks and begins to wash). I say, where's my sponge?

Tim. Don't you see it? There it is. It has dropped down on the floor.

Bob. All right, I'll pick it up.

Tim (after a few minutes). Are you ready now?

Bob. Yes, I'm coming. I'll just brush my hair and put my brush and comb away.

¹ "The English Student," Hausknecht, Berlin.

Tim. That's good. We are just in time.

If we hastily put the selection into German the matter takes on a different aspect. The nouns and adjectives put on endings, the word order gets complicated, the verb forms are not so easy. Look at the variety of tenses and clauses. There are simple verbs, and compound verbs with separable prefixes, prepositions, etc. Almost every chapter of grammar is represented in this one little piece. The only thing we can do is to hammer the sketch into the pupil's memory just as it is. Any change, by the way of exercise in conversation, means more memory work and added confusion, for, unfortunately, the endings of nouns, adjectives, and verbs, change all too readily.

It is obvious that all points of grammar cannot be discussed together in school work, hence each lesson must be left unfinished although it contains a large number of loose

Grammar must threads to be joined together at some future
be Learned time. This entails on the part of the pupils
on Faith. a large amount of pure memory work. If con-

versation or written exercises are attempted, a still larger number of inflectional endings and other grammatical and syntactical usages must be taken and learned on faith. The confusion, moreover, is bound to be increased if any changes, however slight, are made in the working over of the text. A change of case in the noun carries with it a change in the article or adjective modifiers. A change in tense may also cause a change in word order. No, we cannot teach high school pupils German in that way. We must, as I have said before, make a modest beginning, and especially where there are a number of forms to master bring our main efforts to

bear upon teaching pupils in an orderly way the cardinal points of grammar and syntax.

The old-fashioned way of drilling on the grammar was inadequate. Pupils were set to learn paradigms off by heart, then followed a number of disconnected sentences to be translated into English, and an equal number to be translated back into German. Under the chapter of personal pronouns, for example, the teacher often thought his work finished if the pupils could give fluently the various forms, and then, with constant reference to the paradigms, could use the forms in detached sentences, each form occurring perhaps once. But though pupils could scarcely be expected to use pronouns after having written the various forms a few times, this skimming over the ground was deemed sufficient, and the class advanced to the next chapter where a similar process went on. If by chance personal pronouns were required in the new set of sentences, they were usually forgotten by that time, and a search had necessarily to be made in the paradigms to find the needed form or forms.

Mere paradigm learning and writing is absolutely insufficient, and we must resort to some other means. I am not against paradigm learning, especially in languages like Latin and German, for, if well learned, they act as a store-house of forms which the pupil, if in doubt about a form, can draw upon. It is a living book of forms which is always with him. But what good is a mass of forms learned off by heart, if they are only so many solid blocks, if the pupil has not been taught, by numerous and varied exercises, to split these blocks into little pieces,

The "Old
Method."

Paradigm
Learning.

and use each one not once but many times. It is little good to a pupil if he can rattle off the declension of "der Knabe" and still stumbles and errs when called upon to use any one particular form. There are many teachers who pay far too much attention and take far too much time teaching their classes to give and write quickly the declensions and principal parts of verbs, as if the pupil's knowledge depended entirely upon the way in which he could run through them. Learning declensions is the least a pupil ought to be expected to do towards gaining control of the new language.

The same type of teacher who drills on paradigms and neglects the language, usually makes the mistake also of talking too much about grammar. Now one might learn all

Language Neglected for Grammar.	the rules of grammar and syntax off by heart, or be able at least to answer a host of gram- matical questions correctly, and yet know next to nothing about the living language of books and con- versation. Some teachers have a fondness for teaching grammar by such questions as : How many declensions are there in German? What nouns belong to the first strong declension? Are there any feminine nouns in the declension? What can you say of nouns ending in "chen" and "lein"? When do you use the inverted order? These questions are all right in their way, but, I should much prefer the pupils to decline nouns of the first strong declension cor- rectly, or better still use them correctly, than to be able to give the rule. Pupils brought up simply to answer gram- matical questions will tell you glibly that diminutives in "chen" and "lein" are always neuter in gender, and the next moment in their work will write or say "die Mädchen"
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or "der Bäumchen," or will violate the rule for inverted word order although they can recite the rule.

We should not accomplish our end any better if grammars and lesson-books doubled or trebled the exercises, more especially the translations from English into German. They

<p>Shall We Double the Exercises ?</p>	<p>would only make the book bulky, and even then would be insufficient for our purpose. Instead of one form appearing twice, the same would appear perhaps six times, but as they would be scattered among a large number of sentences the effect of the repetition would be lost, to say nothing of the amount of valuable time wasted by the increased number of sentences to be written — time which could be far better spent in other ways.</p>
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What we want is to take one form or combination of forms which naturally go together, and then arrange a kind of exercise that will act like a steam-hammer. We must

<p>Steam-hammer Exercises.</p>	<p>hammer, hammer, hammer on a grammatical form or point until something like a habit, at least for the time being, is formed in the pupils' minds. Later on occasional hammering will serve to keep up what the pupils have once learned. The method will be largely oral. Instead of asking questions about grammar, or being content with listening to the recitation of paradigms, we will talk grammar. That is to say, we will arrange a kind of conversation, rather oral exercise in the form of question and answer, of such a nature that the manner of the question will force the pupil to employ the grammatical point which the teacher wishes to emphasize. For example, suppose one wishes to teach the weak declension of the</p>
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adjective, more particularly one case — the accusative singular. For nouns let us take objects lying on the teacher's desk, things with which the pupils are very familiar, so that they can concentrate their attention on the one point to be learned. Our material for the present will be pencils of various colors, books, and chalk. It should be made clear to the class what the teacher wishes done. It is understood also that they are always to answer in complete sentences. If the class has learned the forms of the weak declension the teacher can simply ask the first question, if not, of course he will have to answer the first question himself in order to start the class.

Welchen Bleistift habe ich in der Hand?

Sie haben den roten Bleistift in der Hand.

Welchen Bleistift habe ich jetzt in der Hand?

Sie haben den blauen Bleistift in der Hand.

Was nehme ich jetzt in die Hand?

Sie nehmen die weisse Kreide in die Hand.

Fräulein M., nehmen Sie die rote Kreide. Welche Kreide nimmt Frl. M?

Sie nimmt die rote Kreide.

Worauf lege ich jetzt das braune Buch?

Sie legen das braune Buch auf den Tisch. (auf den grossen Tisch, etc.).

The questions and answers are given quickly and other objects and qualities are introduced into the exercise. If other cases have already been studied they too will serve to make the work less monotonous. It can easily be seen too, that with each step made in the grammar the exercises will become less and less restrained. Natural conversation is it

not, and such it does not make any claim to be, especially at first when the work may seem stupid to the observer who knows it all.

The only claim it makes is that it gives the pupils abundant practice on one little grammatical point, practice that cannot be given so well in any other way. Instead of skipping about through the whole adjective declension, as the pupil does if set to write sentences, or if he learns to answer questions based upon the reading text, he first goes through a preliminary drill on the individual forms. By means of this he acquires the habit of using the correct form. If the class were to write out an exercise with the same amount of practice on each of the forms it would take hours, and then would not be as effective as the oral work which is accomplished by spending a few minutes daily. The old way of learning paradigms and writing a few sentences and then passing on to the next division of the grammar, is weak on the side of practice. There is too much grammar and too little practice, and that little is too scattered.

The method of teaching the language by conversation, either based upon pictures or the connected reading, gives abundant practice in the use of the language, but too little attention to the building up of the grammar so fundamentally important in learning a language like German. This method of living grammar, "lebendige Grammatik" as Häusser¹ calls it, which we advocate, contains both systematic grammar and practice. It is preparatory work to the freer conversation

**Abundant
Practice.**

**Lebendige
Grammatik.**

¹ "Lebendige Grammatik," Häusser, Potsdam, 1902.

based upon the reading text. The child must learn to crawl before he can walk. The pupil must be sure of his inflectional endings, by detailed study and abundant practice, before he can be expected to use all forms as they appear haphazard in the story or in ordinary conversation.

The type of grammar teaching that I mean is not new in this country, and is well illustrated in Spanhoofd's "Lehrbuch der deutschen Sprache." An examination of this book

will make clear that every essential point of German grammar can be worked out on the plan sketched in the "Lehrbuch."

**Spanhoofd's
Lehrbuch.**

This method of teaching living grammar, however, does not confine the teacher to any one text-book, any systematic grammar answering the purpose. The teacher can construct

his own question and answer exercises himself better than any book can do it for him, for he alone knows the difficulties the class has. In-

**The Text-Book
Merely a
Foundation.**

deed there will be more life and freedom in the work, if neither teacher nor pupil is bound to a text-book written on this plan. At the most the suggested development of the grammar and the sentences given ought merely to be regarded as a foundation and guide for the work. The teacher needs a clear insight into the difficulties to be overcome in German grammar, and should then plan a series of exercises to give the most practice in the least time on each.

As I have intimated above, the vocabulary will for a long time be merely common objects in the school-room, especially objects which can be easily manipulated, for example, pencils, books, paper, chalk, penholders, blackboard, door, win-

¹ "Lehrbuch der deutschen Sprache," Spanhoofd, D. C. Heath & Co.

dows, etc. In addition to nouns a number of verbs is needed of course. At first the knowledge of the present tense will suffice—verbs expressing action, or a state, like “gehen, kommen, stehen, sitzen, setzen, liegen, legen, öffnen, schliessen, geben, leihen, nehmen, sehen,” etc. Then adjectives of form, size, and color, and some prepositions and adverbs will be enough to make a start. The vocabulary will gradually change, of course, for the sake of variety. The teacher, for example, can fill his pockets with useful material, or even go so far as to bring a cup and saucer, or a knife, fork, and spoon. But, as I have said, our main object is to teach grammar, in the preliminary stages. Therefore we must use common objects with which the pupils are, by constant repetition, perfectly familiar, both in meaning and in inflection, at least as far as we have gone, so that they can focus their whole attention upon the one grammatical point we wish to teach. If we kept changing the objects and the verbs, etc., the pupils would be troubled and easily confused with gender, etc., and concentration on the point in question would be less effective in its results. For the sake of convenience we select objects in the school-room. The work is easier to handle and can be made more definite than if we choose our vocabulary at random. The objects are before the class, and the quasi-tricks the teacher does with them give the series of question and answer a kind of logical connection; at least there is sufficient unity in the work for the pupils to follow. With skill, too, the teacher can make the naturalness of the work greater by transitional sentences in German. The school-room, with its pictures, books, tables, pupils, and teacher,

**The
Vocabulary.**

etc. ; then the parts of various objects that the pupil ought to know, including parts of the body, and different articles of clothing, offer a large field for work. When the school-room is exhausted, there is the home or a definite part of the home to picture definitely to themselves and "talk grammar" about.

Further development will hardly be called for with high school pupils, for from this preliminary stage of the language they pass to a more natural stage of conversation based upon the reading. In fact the two kinds of work follow each other directly, for after a section of grammar has been treated in this first way a reading exercise based upon the section in question, such as found in Thomas's Grammar, is studied, and then serves among other things as material for a little conversation.

Let us take the personal pronouns for the sake of a further illustration. We first make the division between personal and non-personal uses. The personal we again split up into smaller groups. A natural one would be the use of the first and second person, first "ich" and "Sie," then "ich" and "du." If the

**Personal
Pronouns.**

pupils know the declension of the first and second person, singular and plural, the work will go faster the first day. If the teacher prefers, however, the forms can be given when needed. We then arrange a short exercise of simple questions and answers in which the pupils are forced to use the different cases, first the singular, and then the plural forms. The nominative, through use with the verb, is probably well known, so the time can be spent on the dative and accusative. With the verbs "geben, nehmen," etc., and a number of

objects, the forms "mir — Ihnen, mich — Sie" will be readily handled by the class.

Haben Sie ein deutsches Buch? Ja, ich habe ein deutsches Buch. Geben Sie mir das Buch. Was tun Sie? Ich gebe Ihnen ein (deutsches) Buch. C., haben Sie auch ein französisches Buch? Geben Sie mir das Buch. Was tun Sie? Ich gebe Ihnen das Buch. Welches Buch geben Sie mir? Ich gebe Ihnen das deutsche Buch. D., gibt C. mir ein deutsches oder französisches Buch? Er gibt Ihnen ein deutsches Buch. Ich nehme jetzt das andere Buch. E., welches Buch gibt er mir jetzt? Er gibt Ihnen das französische Buch. Haben Sie zwei Bleistifte, F.? Welche Farben haben die zwei Bleistifte? Sie sind rot und gelb. Leihen Sie mir die zwei Bleistifte einen Augenblick. Was tut er, G.? Er leiht Ihnen zwei Bleistifte. Was für Bleistifte leiht er mir? Er leiht Ihnen einen roten und einen gelben Bleistift. Jetzt gebe ich Ihnen die Bleistifte. Was tue ich? Sie geben mir die Bleistifte. Etc.

The work must go fast, though of course not too hurriedly or with careless pronunciation. Having once well started the work, the teacher can hand over the exercise to the pupils themselves, and let them ask the questions and give the answers. Ten minutes, or if the class is working well perhaps fifteen minutes, is enough, then change to something else. The next day a quick review and the study of new forms, and practice in combining them with the older. Meanwhile the letter in Thomas's Grammar has been translated, grammatical difficulties have been explained, and the verbs and nouns are well under control. We are now ready to ask questions based upon the text, going over it a number

of times so as to give practice in the use of pronouns of different persons. This type of oral work is purely formal in nature, and is not sufficient to master the difficulties of German grammar. It must be supplemented at every turn by much oral and written work on paradigms.

Much of the dullness and ineffectiveness of the old-fashioned recitation of paradigms can be done away with by a variety of exercises in which the verb occupies the principal place. In addition to conjugating the verb forms alone, the Reformers advocate conjugating in entire sentences; and the kind of sentence to be conjugated is taken from the reading passage being studied. Although such an exercise may be carried to absurdity, a moderate amount is extremely valuable, for the pupils not only attain certainty in the forms of the verb, but also facility of speech is gained, and a great deal of practice in other matters of form and syntax. Many excellent hints for work of this kind will be found in Walter's book.¹

Instead of conjugating simply "ich schreibe" in all forms, interrogative, negative, interrogative-negative, throughout the different tenses, we can also take such a sentence from their reading as :

"Ich schreibe meinem Bruder einen Brief" in the same way.

Ich schreibe meinem Bruder einen Brief und er schreibt mir einen.

Wir schreiben unsrem Bruder einen Brief und er schreibt uns einen.

¹ "Der französische Klassenunterricht. I. Unterstufe," Walter, Marburg, 1888.

Du schreibst deinem Bruder einen Brief und er schreibt dir einen.

Ihr schreibt eurem Bruder einen Brief und er schreibt euch einen, etc.

Another example is the conjugation in the form of question and answer. One pupil asks the question, the next gives the answer, and so on, until the tense is complete.

Ich hatte vor ein paar Tagen ein kleines Abenteuer.

1. Wann hatte ich ein kleines Abenteuer?

Vor ein paar Tagen hattest du (hatten Sie) ein kleines Abenteuer.

2. Wann hattest du ein kleines Abenteuer?

Vor ein paar Tagen hatte ich ein kleines Abenteuer.

3. Wann hatte er ein kleines Abenteuer?

Vor ein paar Tagen hatte er ein kleines Abenteuer.
Etc.

Even the monotony of practice on simple verb forms may be relieved by a large variety of exercises. If we take the first six forms in a given reading passage, such as "kam, bist, geht, erscheinen, hatte, sass," facility in the use of forms may be acquired as follows:

1. On one tense. Each pupil takes a verb as it appears in order in the text, ich komme, ich bin, ich gehe, etc.

2. With additional change of person, ich komme, du bist, er geht, wir erscheinen, etc.

3. Further change, ich komme, du bist nicht, geht er?, erscheinen wir nicht?, etc.

If each pupil takes a different tense in order, in addition to the other changes, the synopsis becomes very complicated, ich komme, du warst nicht, ist er gegangen?, etc.

For further illustration of similar work see Walter's book, quoted above. Such exercises are not intended to displace the more usual drill on verb forms, they will, however, add variety to verb work, and thus have a place in the course.

It affords excellent practice to change sentences and whole passages that admit of it, not only as regards person and number, but also as regards tense. A simple change in the

verb may cause a number of other changes in
Further Drill.

the sentences, different personal and possessive pronouns, different word order. During the study of the passive voice one of the best exercises is to change suitable sentences from the active into the passive voice, and *vice versa*. The ordinary reading may also be used to give practice in the use of the dependent word order by employing such formulas as "ich weiss dass, es ist nicht wahr dass, ich glaube nicht dass, ich freue mich dass," in connection with principal clauses. Later, a similar kind of exercise can be used to teach indirect discourse. During the study of relative pronouns not only drill in word order, but also practice in the correct use of the relative is best given by taking pairs of simple sentences from the reading and forming complex sentences from them containing relatives. Pupils also need much practice in the substitution of correct pronouns for nouns. A helpful exercise may be found in the first German Berlitz book. It consists of questions containing a number of nouns, some or all of which are to be represented in the answer by pronouns. Also answers containing a number of pronouns, such as "Nein, sie gibt ihn nicht ihr sondern ihm," from which suitable questions containing appropriate nouns shall be formed.

For those who regard such work in "living grammar" as too unnatural, too mechanical, there still remains the more usual drill on a particular point by numerous examples.

Other Exercises. This drill is given in at least two ways in Germany. Believers in translation give a number of short sentences embodying the point in question in the mother-tongue, which are then translated orally into the foreign language. The other school prefers using the inductive method to a large extent, making their pupils give illustrative examples that they have had in their reading, and that they are now collecting, in order to fix the rule. This last way is extremely effective in its results if controlled by a teacher who knows how to keep the material contained in the reading alive. As both kinds of exercises are aimed to give considerable drill on one difficulty at a time, and to gradually build up the whole structure of grammar by good examples, they are bound to show good results in the work of the class. Personally I prefer the "living grammar" plan by which almost all the work is carried on in German in the preliminary stage. Later, English sentences and examples from the reading based upon a given point of grammar, either to be written or given orally, furnish an important supplement. After all the main thing is steam-hammer exercises on all that is fundamental, and without these German grammar cannot be taught successfully. German conversation in its first stages, without a distinct grammatical tendency, will be just as ineffective and superficial as writing a few German sentences on a whole chapter of grammar.

In every well-constructed course the grammar will not

be studied through once for all. It goes almost without saying that the first time is not sufficient. At first only the absolute essentials are taught, principally the knowledge of forms and the more simple rules of syntax and word order, the study of which it is presupposed will be included in the study of the various chapters of grammar.

**Repetition of
Grammar
Study.**

The aim of the first course is to give the class power to read easy texts, and pave the way to a more thorough knowledge of grammar and syntax and power to handle the language generally. As the Report of the
First Course. Committee of Twelve practically embodies my own ideas for both courses, I will give them here :

“Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.”

The conjugation of the subjunctive, or at least its use, had better be reserved until the second course of grammar study. For high school classes one year ought to be sufficient for this preliminary study.

The next year and the following years ought to be spent in reviewing and adding to the work done in the first year. There should be a constant review of forms, and particularly a detailed study of syntax. The Committee
Second Course. of Twelve again offers a good brief guide to the more important points to be considered.

“The work should comprise, . . . also grammatical drill upon the less usual strong verbs, the use of the articles, cases, auxiliaries of all kinds, tenses and modes (with special references to the infinitive and subjunctive), and likewise upon word-formation.”

During the first year the study of the grammar will doubtless be a daily occupation of the class, and closely related to all other work done in the course. But as the reading assumes greater importance after the **Grammar Days**, first year, it will probably be found more advantageous to set apart a day, or days, each week, as is deemed desirable, and treat the subject of grammar by topics, as fully as the present knowledge of the class warrants. The adoption of this plan, however, does not mean that grammar is to be a “tabooed” subject on other days. On the contrary, the topic that furnished the basis of the work on “grammar day” ought to be illustrated, and the knowledge of it furthered, either by the reading, the oral, or the written work, or by all three. As an essential part of the plan of this topical study, I suggest that the pupils go botanizing so to speak. After the general bearings of the topic are known, they should collect and keep in an exercise-book illustrative examples from their reading. If carefully done and afterwards made use of, such study ought to aid in the pupil’s securing a good grasp of the salient facts of German grammar.

CHAPTER VI.

WRITTEN EXERCISES.

WRITTEN work falls naturally under two heads :

1. Written exercises of imitative character in which the mother-tongue is avoided.
2. Composition as usually understood, *i. e.*, translation from English into German.

We will take them up in the order given.

No one will disagree from the opinion that written exercises ought to be given a prominent place in modern language work. They are one of the most effective tests of thoroughness and accuracy, a check against the superficiality which is so likely to arise when the pupil is not made to feel that he is accountable to the teacher for the right spelling of the forms, and if the oral work is not, at every point, supplemented by writing. Little errors inadvertently creep into the best oral work, and in time are difficult to eradicate. It is not always possible for the teacher to tell by the pronunciation whether the grammatical forms are correct or not, and often the teacher only hears the right form in his mind. Written exercises give a fitting finish, for the time being, to the oral work on any material, and fortunately they can also be made interesting to the pupils, another thing in their favor. It is not always necessary that the written work should be identical in form with the oral, but it should always be old material ; it should contain no new words or

expressions. It practically means that a résumé of all that it is most necessary for the pupil to retain should, as a final test, be put in writing. Naturally then the type of work will be for a long time purely imitative, closely associated at every point with the oral exercises, or, if another type of composition is being studied, the reading. Written work based upon material which the pupils have not thoroughly prepared, either by oral practice or by some equally effective means, is almost sure to be poor in results. It is too much to expect of pupils that they should write well in a foreign language on any other than the imitative basis.

We may also divide written exercises of the first kind into :

1. Writing of memorized work, either single sentences, colloquies, or poems. Colloquies that have been thoroughly studied seem to me to be best adapted to this grade. With

**Memorized
Work.**

pupils of high school age the study of poems will come later, when they have acquired a fair knowledge of vocabulary and grammar. Then naturally a few poems are given to be learned by heart. Writing down would only be given as an exercise to test more especially whether all the members of the class had learned the poem. It would be rather uninteresting to hear each member of the class recite the same thing.

2. Dictation. This is rather a higher type of exercise than the foregoing, inasmuch as hearing is added to memory. It can be made of various degrees of difficulty and thus used for all classes, though in the first year the most time will be given to it while the pupils are learning to spell. The ordinary pupil hears and sees badly at first. Everyone knows that it is not an easy fight to teach pupils to spell correctly, to

impress upon them the importance of seeing each new word accurately for the first time. Dictation is also valuable as a test for grammatical sureness.

Success in dictation will depend largely upon :

1. Material.
2. Manner of reading.
3. Length of the dictation.
4. Correction.

With high school pupils it is hardly necessary to begin with individual words. The unit can be the sentence, and this we wish the pupil both to catch the meaning of, and interpret orthographically and grammatically
Material. correctly by means of the written symbols.

Here again it is well to emphasize the importance of choosing old material, with which the pupils are very familiar, for dictating purposes. It is a great mistake to attempt for some time to dictate unstudied connected work, even as an experiment. If only old material is used, a great many mistakes in orthography and grammar are avoided, and this is just what we wish to do. The exercise is not primarily to see how many mistakes the pupils will make in spelling, but rather to see how few. After a selection has been thoroughly studied in many ways and the pupils are quite at home with it, then, and only then, have we a right to expect pupils in the elementary stages of the language to write dictation based upon it. As suitable material for dictation purposes, then, I suggest, for some time, a part of the review of the reading lesson. It can be assigned beforehand or not, depending on the age and ability of the class. In this way the minds of the pupils will be free enough to catch whole

phrases, and later whole sentences, and not be slavishly bound down to the orthography of each word. With this kind of dictation even weak pupils do not feel that they are attempting the impossible, and thus they are not so likely to get confused, a state which soon leads to getting behind and glaring inaccuracies. In time the well-studied review will be found too simple, especially for the brighter scholars who may be found writing ahead from memory. The teacher can easily avoid this state of affairs by various changes in the selection itself, such as change of person, tense, word order, construction, or the introduction of words with which the pupil is already familiar. From this point the dictation can be graded to a certain extent up to the unseen, which is now and then useful as a searching test of accuracy in hearing and understanding and grammatical knowledge in the highest classes.

A word is necessary about the manner of reading. In the earlier stages, where the dictation closely resembles reading matter with which the pupils are familiar, it is not necessary to read over a section before the real dictation begins. On the other hand, if the work is an unseen passage it is far the better plan to read over at least sections of the whole dictation beforehand. It gives the pupils a better sense of security, and they have time to think of the meaning and of the grammatical relations that appear. It is no longer mere groping in the dark. Considerable time is required to get the right tempo in which to read out the phrases into which each sentence naturally divides itself. Having once decided the general rate consistent with careful writing, it should be made an inviolable rule not to repeat. There are pupils in every class who

**Manner of
Reading.**

would spend half their time raising their hands and asking the teacher to repeat. They must learn to get it the first time. Such interruptions are annoying to the good pupils, and detract greatly from the value of the dictation as a class exercise. After the whole has been dictated, a second moderately slow and distinct reading gives the pupils a chance both to fill in anything that was lost at the first reading, and also to correct any errors in form now made easier with the context before them. If necessary, a third rapid reading may follow.

To judge from dictations I have seen and those which have been suggested in books, they are usually made too long. A dictation of 20 or 25 minutes seems out of propor-

Length. tion to the value of this kind of exercise. It would be far wiser to give them oftener and of shorter duration. Five or six minutes of actual writing time seems ample. If carried on much longer the attention of the class falls off perceptibly, and with that the degree of accuracy is lowered.

Corrections ought always to be made in class, directly after, each pupil correcting his own work. This seems preferable to exchanging papers. It is only when the pupil

Corrections. makes his own corrections that he gets the full benefit of the work. If the reading lesson is

the basis, then the work of correction is easily accomplished. Any change can be met by the teacher. Other unseen material can be written on the board by the pupils, either during the dictation or afterwards, saving time by sending a number at once. Correction follows by aid of the whole class. It seems hardly necessary to add that simply telling

the pupils to correct is not enough. Even with the correct copy before them, pupils need the control of the teacher if all the mistakes are to be made right. If the class is sufficiently prepared for the dictation there ought to be very few mistakes made. After the correction the work dictated offers a good field for further grammatical or conversational drill, the teacher dwelling more particularly on the common faults of the class.

After these lower forms of written work follows unlimited imitative work which can be graded in kind and character to suit all classes in secondary schools. The various oral grammatical exercises discussed in the chapters on
Further Work. Grammar and Conversation, all lend themselves to writing in some form or other.

Chief among the various kinds of exercises will be the question and answer form already described in the chapters on grammar, and work in speaking. In the first year of the course very little beyond variations of this form
Question and Answer. ought to be tried. Even in the second year this type of exercise should receive a good deal of emphasis. How much will depend upon the average ability of the class. In the first year the pupils will, as a rule, write the questions down from dictation, and afterwards fill in the required answers. Later only the answers need be written, or a simple answer dictated and the fitting question required. This latter type is good work for home preparation. By splitting a short story into suitable questions, the pupils learn most easily the proper way to study a story for conversational purposes. As already shown in the former chapter, this form of question and answer is capable of con-

siderable development. At first the simple questions will practically contain all the answer. Later, the question may be quite different in its vocabulary, or of such a nature as to require an answer of considerable length.

Almost from the beginning, if such a book as Thomas's "Practical German Grammar" is used, the letter which has been previously studied orally can be used as a basis for

answers of some length. One has to guard
Working against too close adherence to the text, for
Old Material. many pupils try to remember the piece verbatim, and go to pieces when they cannot recall each word as it comes. This can be avoided partly by requiring the contents to be given in a different person or tense, but largely by more intensive work on the story or letter in question. If the story is worked through carefully, and the old material, words, and phrases, also worked into it, the average pupil ought to be able to give the contents, in a simple form, satisfactorily.

Still another exercise which pupils find interesting and one which avoids mere verbatim writing, is the combination of several letters, or letters and colloquies, such as are found

in the above-mentioned grammar, in the form
Combina- of an original composition. For the benefit of
tion Work. the weaker pupils, and to save time, the teacher can suggest a skeleton plan, the ingenuity of each individual filling in the details in a simple form, using only old words and phrases. The ingenious teacher can easily devise other exercises with this as a basis.

When the pupils have studied the main chapters of German grammar, especially when the main types of word order

can be handled, short anecdotes furnish excellent practice for writing contents. The teacher should make for himself a collection of interesting anecdotes graded in difficulty. When this exercise is first introduced, the anecdote should be read

by the pupils and studied orally before the
The Anecdote.

simple contents are required of him. Later, the pupil can be given a few minutes to read over the selection himself. After that, varying with the age and ability of the high school class, the simple reading over to the class two or three times, explaining uncommon words, etc., if necessary, will be sufficient. This last mentioned is practically the highest type of class work that can be attempted. It presupposes a considerable degree of familiarity with the formal side of the language, a large vocabulary, and a good deal of training in hearing. As a preparatory course to this type of exercise all kinds of exercises in hearing help, more particularly when easy anecdotes and stories read out to the class are given in English, either orally or in writing.

If such a book as Kron's "German Daily Life" is used in the second or third year, the variations of the general grades I have outlined above: (1) question and answer, (2) contents

of lesson in German, are only limited by the
"German Daily Life," Kron. powers of the teacher. Imaginary dialogues

can be written utilizing the chapters of the "Daily Life," scenes at the hotel, shopping, at the railway station, etc. Examples of suggestive work for American classes can be found in a large number of German writings on method, given in the bibliography. The only caution to be given here is that there should be a gradation in difficulty suited to each stage.

The highest type of school composition is the essay or the letter, to which all the various kinds of oral and written exercises of imitative character lead, step by step. This

**Free
Composition.**

freer form ought to be regarded as the culmination, and not attempted until the pupil has gained, through the experience of years, a familiarity with grammar, a fair stock of expressions and words, and that indefinite Sprachgefühl which comes from living oneself into the language as much as time and conditions allow. Instead of closely imitating a story which has been studied any longer, the pupil in this grade of work seeks to express his own thoughts in simple form. It is still imitative work, for he will naturally only weave into the composition what years of study have made his own personal possession. Hence the teacher will have to see that the kind of subject, and the treatment of subject, is of such a nature that the pupil can draw from his stock of knowledge, and will not be required to consult his dictionary for every other word. If that were the case, the exercise would be of far less value for training in free composition than a translation into German of a definite text. How much of this grade of work can be attempted in the rank and file of secondary schools, and when, will depend largely on the length of the course and school conditions. The most that can be said is that the essay or letter form should only come when the pupils are ready for it, that is, when they have thoroughly mastered the lower forms of composition. Each individual teacher must decide when the time is ripe. Ambitious teachers are most likely to err on the wrong side; for original composition has something fascinating about it.

As far as personal experience goes, under exceptionally good circumstances, a good beginning in simple letter writing was made at the end of the second year. The pupils, however, were in the last year of the high school course.

It is only fair to state that there are points to be urged against the use of free composition to the exclusion of exercises in translation. There is danger of superficiality inherent in the use of the former because the pupils too early form what we may call a German composition. style. As it is based upon too slight a foundation, there is a monotony of vocabulary and construction, particularly in the construction. While such a grade of work commends itself because it gives repeated practice in a narrow field, still there is danger that the real difficulties of German composition will be avoided, and that the pupil will work along too narrow a groove. Face to face with a thought which requires considerable grasp of the medium of expression, he will baulk, and give but a weak paraphrase. To acquire a more complete mastery, the pupil must be taught that while endeavoring to keep his thought simple he must make difficulties for himself to surmount, or perhaps after all it will be the better plan to use, in connection with the work, a composition book in which such difficulties appear. One might also enlarge upon the demands free composition in the higher forms makes upon the knowledge of the average teacher, demands which he cannot honestly meet. It certainly would be better, under such circumstances, to make the well-edited composition book the basis for study of the higher forms of written exercises.

Many of the adherents of the Reform movement believe

that the major part of the written work should be done in the class-room and not set as home-work. My own personal experience has also convinced me that this is the proper way to secure the best results, although some few exercises can well be assigned for home preparation, for example : formation of questions on a given text, sentences illustrating some grammatical point, and notably the essay and letter form. The amount of time written exercises take is more than compensated for by the more intensive character of the work done in class. Aside from the fact that it shows exactly what each pupil can do, not always easy to determine where the work is done out of class, the teacher, at least in smaller classes, can be of greater individual assistance. He can diagnose the difficulties of each pupil better, and correct and guide the work as it is being done. If, for example, the class is engaged in writing out the contents of a reading lesson in German, it is quite possible for the average teacher with a class of 15-20 to go from desk to desk, questioning a form or expression here, making suggestions there. In this way a large number of grammatical and syntactical points can come under discussion, and it is sometimes even possible to correct the written work there and then.

Modern American schools are usually singularly well equipped with blackboards, often extending on three sides of the room. Written exercises of all kinds can thus play a far greater rôle than in the German schools. It is rather an "art" to do successful board work with a large class, but if once learned, the results are worth the pains of acquiring it. There is

**Home-Work or
Class-Work?**

**Blackboard
Work.**

hardly a kind of exercise that one cannot adapt to board work. Moreover work written on the board gives the teacher a good opportunity to do most valuable class-work, as distinct from the individual work I have suggested above. Class correction of board-work is also another important point in its favor. It lightens considerably the labor of correcting papers outside school hours. Theoretically speaking each paper ought to be carefully corrected, and afterwards the chief failures discussed in class, making use of the black-board to make corrections clear. But when we consider the amount of writing necessary in a class, and especially the amount of time and energy the modern language teacher has to employ to prepare each day's lesson, it is not surprising that many exercises only receive a hasty reading, if read at all. This is not ideal, but heavy programmes and large classes will make this often a dire necessity, if relief does not come from the work done in the class-room itself.

CHAPTER VII.

COMPOSITION.

TRANSLATION into and from the foreign language has played, and still plays, a very important part in the study of foreign languages. Almost any elementary Latin book you may examine is divided into lessons, and these lessons contain grammar, and then Latin sentences to be translated into English, and English sentences to be translated back into Latin. Modern language lesson books or grammars follow practically in the same footsteps. To judge from these books, translation seems to have become almost universally regarded as the method, *par excellence*, of acquiring a language other than one's own. The tradition that has been formed in the course of generations that translation exercises are not only useful but fundamental is exceedingly hard to break. The young teacher, brought up himself through the study of Latin and Greek and the modern languages in this way, naturally works along in the same rut. He may have experienced the insufficiency of translation in his own education, still from force of habit, and because, perhaps, no other way suggests itself to him, the method by which he was taught becomes in turn his method of teaching. The result in time is two classes of teachers. The one class whose enthusiasm is deadened by the daily routine, sometimes of no light nature, and who are willing to continue assigning translation day after day with no thought as to the good of it all.

The other class, who soon find out the inadequacy of translation, and begin a search, by all kinds of experiments at least to supplement it, if not to do without it entirely.

It is to this latter class of teachers that the Reformers in Germany belong. To the moderate Reformers belong those who do not see the necessity of doing away with translation altogether. To them it is a valuable exercise

The Reformers.

among other valuable exercises, insufficient in itself, but like the various exercises of the pianist still important. The more radical Reformers take as their rule the words of Viëtor written over thirty years ago, "Das Uebersetzen in fremde Sprachen ist eine Kunst, welche die Schule nichts angeht."¹ Originally aimed against translation into the foreign language, the extreme Reformers have come to take a strong position against all translation.

Let us examine this perplexing chapter in language study, first discussing the disadvantages of translation into the language to be learned. In this way perhaps we shall be better able to appreciate the arguments in favor of translation.

The disadvantages we have to describe are of two kinds :

1. Those which are found in the very nature of the exercise of translation. One great trouble with translation is that it works against acquiring what we mean by "Sprachgefühl," that indefinite something which allows

**Disadvantages
of Translation.**

us in our own language to decide intuitively, without the use of a grammar, what is English and what is contrary to the English idiom. This feeling for what is English and un-English comes to us through years of speaking, of reading, and reflecting in our mother-tongue.

¹ "Der Sprachunterricht muss umkehren !", Viëtor, p. 31.

The formation of this intuitive sense for what is German and what is not can only be won in the same way as far as possible. There must be the same intensive living oneself into the German language before we can speak of mastery. Within as broad limits as time and circumstances will allow, we must make the German language over into "flesh and blood," as it were, and this is only to be accomplished by spending as much time as possible in the foreign language itself. As long as it can be shown that clearness and definiteness are in no way sacrificed by it, the more that pupils can artificially be kept in a foreign environment, the better. Pupils come to the German class strongly predisposed to look at the new language from the English standpoint. For some fourteen years they have been speaking and studying their mother-tongue, and have been acquiring the strongest impressions of their lives. In their study, notably of Latin, they have been taught largely from the English point of view. If there is to be any attempt at inculcating Sprachgefühl, there must be a decided break with the past. Instead of emphasizing the English at every turn, as is most surely done in both kinds of translation, it must be kept down to the minimum consistent with good clear work. Instead of emphasizing the importance of translation into German, other exercises in the foreign language, which do what is claimed for translation — only better and in a far better way — must be brought to the fore. Try all we can, however, to fight down the mother-tongue, it cannot be subdued. The knowledge of it that the pupil possesses when he begins German, exercises a tremendous force against learning that language as a second mother-

Kills

Sprachgefühl.

tongue. The cleverness of the teacher is shown in controlling the great stream, preventing it from bursting its banks and flooding the country allotted to the new language. The teacher must make use of this great power, however, wherever it will prove to be an aid, just as the manufacturer makes use of the stream to drive his mill by using the power of the water at a point where it will be most effective. Whether the intentional bringing in of the mother-tongue for the purpose of translation is the best means of furthering the work, cannot be settled definitely by any one individual. I am sure of this, however, that time and energy out of all proportion to the gain has been spent in the past, and is being spent at the present time, in translation. It ought to be used sparingly, and under the conditions outlined below. How sparingly, will depend largely upon the resources of the teacher to accomplish what is claimed for translation in another way, namely by exercises which move in the language being studied. Unfortunately many otherwise excellent teachers have not the command of the foreign language necessary to plan a course which shall keep down English to a minimum. It is manifestly far better for them to secure the best results they can, using a type of exercise for which they are fitted.

2. Those disadvantages which arise from the kind of material used for translation, and the way in which it is used.

These last two factors, material and method of utilization, either augment or lessen the disadvantages adherent to the exercise itself. In fact the importance of the inherent evil in a moderate amount of translation is small, compared with that of the manner in which the exercise is carried on.

Translation into the foreign language ought to presuppose a thorough knowledge of that language. It goes without saying that it also presupposes a thorough knowledge of the mother tongue. It is a process of comparison, and hence, for successful work, the things to be compared must be known. The great trouble

**Abuse of
Translation.**

with much of exercise writing in the past was that a knowledge of one of the elements to be compared, namely the foreign language, was regarded as unimportant. Sometimes even, notably with younger pupils, neither element was adequately known. Pupils were set to put sentences which were but half understood both in contents and form into a language of which they were absolutely ignorant, the language they were just beginning to learn. The fallacy was in supposing that, with a grammar and dictionary, a tolerable translation could be patched together. Unfortunately languages do not lend themselves to this rule of three method. The genius of the German and French language is so different from that of the English that a serious study of the differences in modes of expression is only to be taken up at the end of the course, and not at the beginning. This evil was increased by the stupidity of the sentences which were found in the grammars, and many of our modern grammars are not much better off. Their writers are still under the influence of Meidinger and Ollendorf as far as their sentences are concerned. The task they set before themselves is rather an arithmetical one, namely, given a certain number of words — to form as many combinations as can be fitted together under a given point of grammar. The teacher, for lack of something better, having led the class across this

desert, supposed them to be fitted for the composition book, and then came the regular composition days — the delight of both teacher and pupils.

For elementary work in translation of this kind many modern makers of text-books have tried to avoid the evil results that come from insufficient knowledge, and consequent floundering in the unknown, by so constructing the sentences that they shall be close imitations of an original text, and yet at the same time serve as a discipline of sufficient difficulty. The result of this arrangement will be satisfactory provided the preliminary steps have been carefully taken, that is to say, if the original foreign language text has been worked over carefully in the ways I have suggested above. If, by question and answer work in the foreign idiom and the other alternative means I have mentioned, the vocabulary, the phrases, and the grammatical material of the text, have been made the pupils' own, then imitative translation exercises have their proper place in the study, and teacher and pupil will have the satisfaction of knowing that they will turn out well. It is merely another way of working over what has become the pupil's possession by many other exercises. The pupil then gets, by translating, another point of view, namely from the mother-tongue side. Just as each successive exercise in which material was studied through the medium of the foreign language served to make the material more and more the pupil's own, so this kind of translation exercise forms one more link in the chain. After a little field has been worked over in as many ways as possible, from the foreign language side, this type of work is still left to the teacher who feels there is need of it.

**Imitative
Exercises.**

My own experience has convinced me that it is neither necessary nor advisable to translate sentences into German until pupils have had some experience in the language. If

German is not studied until the third year in
When to Begin.

high school when the pupils possess some maturity, the latter half of the year, when the time comes for reviewing the year's grammatical work, has proved the most opportune. At this stage the chief object is to emphasize the main facts of grammar and to gain a greater degree of fluency, accuracy and unity in the work. Every teacher knows that review grammar is not usually a success, principally because of the lack of interest on the part of the pupils. The elements of grammar no longer seem fresh, the ordinary scholar thinks he knows it well enough and skims over the review lesson assigned. If the sentences under the various lessons are now taken up for the first time, their introduction has the desired stimulating effect on the review work. The pupils, accustomed all the year to get at the language from the foreign side, find translation a pleasant change. It is after all a good test as to how well the grammar has been taught. The sentences of value, as has been said, should only contain material with which the pupils ought to be familiar. Moreover, the pupils should be so familiar with the vocabulary, the idiomatic expressions, and the grammatical principles involved, that the sentences can be done quickly and accurately at sight. If the pupils make blunder after blunder, show insecurity everywhere in word and form, they are not ready for this kind of work, and, if it is continued, nothing but harm can result.

A few words as to the form in which the important gram-

matical and other points shall be introduced. Of late years exercises composed of short sentences between which there is no logical connection have fallen into disrepute. Still if an exercise in rules and forms is aimed at, it is the easiest and most natural way for a teacher or writer of a text-book to take. Personally I do not object to detached sentences provided they are natural ones, sentences one might have occasion to use, and that are worth the expense of the pupil's time. Any other kind of detached sentence is to be avoided, and their number in lesson books is legion. It is easy to explain why. In the first place, the composer primarily thinks of the vocabulary and the rules of grammar and syntax he is to illustrate in the exercise, and too willingly sacrifices the rest. In the second place, good sentences are most difficult to write. To write a book full of natural sentences, and yet bring out all the necessary points of language requires a clever man. I know of no book published in America where a reading lesson in the form of a letter or a dialogue is retold, in another form, in short sentences. The suggestion comes from Germany from the study of "The English Student,"¹ a most excellent book for the study of English. But here the English dialogue which forms the basis of each lesson is retold, in the same language, in narrative form. What I suggest would be to go one step farther and have the corresponding German dialogue told again in a simple English translation. However, for those teachers who emphasize the foreign side of instruction by question and answer, etc., the Hausknecht scheme of simply giving the contents of the dialogue in the same language will

¹ "The English Student," Hausknecht.

appear the better plan. For those who still cling to translation and emphasize it more strongly, it is suggested as a means of avoiding the disconnected sentence, and as a valuable exercise on the previously translated, and perhaps otherwise studied, reading lesson.

After the pupils have acquired some elementary knowledge of German grammar as a whole, a number of other exercises can be arranged by the teacher. For example, a part of the story the class happens to be reading can be rewritten in English in shorter and simpler form and given to the pupils to put back into German, with or without the use of the text, depending upon the kind of preparation required. If simply a translation is the general rule, without any previous grammatical study or question and answer work, the pupils would need assistance of some kind. How much, the individual teacher must decide. For best results, the foundation upon which the exercise is built should have been thoroughly made known to the pupils by intensive work on the German. Although this kind of work is meant primarily to give the pupils practice in grammar and syntax in general, the teacher can intentionally emphasize a point or points, if desirable, thus making it more specific.

Suitable German dialogues which the teacher has carefully translated into idiomatic English are also suggested for those who have time for it. This type requires more advanced pupils and also great care on the part of the teacher in preparing the text and the necessary helps. Dialogues that can be recommended to teachers for the purpose are, above all, the German edition of Storm's "Dialogues français-

Further
Exercises.

Französische Sprechübungen.”¹ There is also an English edition by G. Macdonald, under the title of “French Dialogues” by Joh. Storm.² Though originally meant for the study of French, the German translation has been carefully done. The dialogues are usually natural, and are arranged to give practice on the specific chapters of French grammar, a fact that may appeal to many teachers. The “Echo of Spoken German”³ can be used for this work as well as for reading colloquial German, and at the same time learning something about life in Germany.

After correction and class criticism the bad effects of translation can in part be removed by using the corrected written exercise as a basis for German conversation. In fact, I strongly urge that all prose composition, after being translated and corrected, should be used for conversation or for retelling in German. Or a number of the colloquies in Storm’s book can be combined by the pupils and a kind of original dialogue constructed. But before this ought to be tried, the individual colloquies should be sufficiently studied by the pupils in the recently written and corrected form. It will not do to tell the pupils to give in German the context of one colloquy, still less to combine a number of them, after simply once translating from English into German. The colloquies must either be learned by heart, or, better still, learned by heart and then picked to pieces by question and answer, and they must

¹ “Dialogues français-Französische Sprechübungen,” Storm, Bielefeld, 2te. Auflage, 1893.

² “French Dialogues,” Storm, G. Macdonald, London, 1892.

³ “Echo of Spoken German,” A. Hamann, Leipzig.

really belong to the pupils before their reconstruction, as outlined above, should be attempted.

Instead of the teacher always making the translation or reconstructing the text, the pupils can profit by what is known as double translation, practised at least as far back as the days of Roger Ascham (1515-1568). In

**Double
Translation.**

fact this translation from one language into the other, and back again, is the backbone of Ascham's method as described in the "Scholemaster." One can thus employ to good advantage the written translations from German into English that every teacher, I suppose, requires of a class. I do not refer here to translations which occur from time to time to test the work of the class. I mean those translations which the teacher requires the pupils to prepare with the words: "Make the very best translation you can!" Such carefully made translations, after the teacher has talked them over, can then be put back into the original form. Work of this kind in comparison is no doubt valuable, especially for pupils who can handle the language, and thus have reached a stage when careful comparison can be made of benefit by the teacher.

We come lastly to speak of composition books, of which there are so many. I look upon all composition books more or less as a necessary evil in secondary work. Personally I

**Composition
Books.**

can well do without them, for I prefer, if there is to be any translation of connected work into German, to arrange the material myself. Still there are many teachers who feel the need of a composition book as a personal aid, and the importance of it in class work. It is certainly more difficult to work out the material

yourself, and the time it takes would usually be found a weighty point against any general adoption of the scheme. For elementary work in composition, and I would include under this head all secondary school work in German, the best kind of composition book is the one based, more or less directly, on a German original. I look upon a book made up of extracts from English authors with great disfavor. To translate such selections into idiomatically good German is beyond the powers of the average teacher, and consequently far too much to expect of the pupils themselves. For advanced study, or for private study, and when a carefully written key can be used with which to compare one's own attempt, no doubt books of this kind can be of great use. It is a question, however, whether the time could not be better occupied in writing original compositions which can later be corrected by, and discussed with, a capable German.

Composition books of an imitative nature can be of at least two kinds. The first kind consists of supplementary exercises based upon some well known text the class is likely to read. In Latin instruction of the present time
First Kind. much of the prose composition, after the first year, is of this type. There is no lack of material, either, for German. There are exercises based upon "Immensee," "Höher als die Kirche," "Der Schwiegersohn," and many of the later texts of various publishers contain work of a similar nature. In England the Siepmann series of German and French texts¹ make a special point of viva voce drill, on phrases, detached sentences, and connected prose work based

¹ Siepmann Series of French and German Texts, London.

upon the foregoing text. It will be noticed that I have suggested that the teacher with the time and the desire can do this himself, and often better, because of his knowledge of the immediate needs of his class.

The second kind of composition book would be one based directly on some original German texts. If the text is carefully translated it seems to me to offer the ideal composition

Second Kind. book. It should, of course, be graded ; the selections should be interesting and worth the time spent upon them ; and they should illustrate different phases of German life and institutions. The translation should be close and yet not strained. This latter point is often violated. In order to help the pupil to translate correctly, the English translation runs too closely to the German line. It is better to keep to strictly idiomatic English and give the necessary help in foot-notes. With such a book, the teacher has the satisfaction of feeling that the thought is German, and that when the pupils have carefully done the work they have written something which is German in point of view. With texts taken directly from standard English authors there must always be present the feeling of uncertainty. Would a German, were he writing, express himself in just this way, either in single sentences or in the extract as a whole ? Then the point that the extracts should increase the pupils' knowledge of German life is worthy of consideration. We cannot emphasize this point too often in every phase of the German course.

CHAPTER VIII.

READING.

IT is now widely recognized that reading shall form the center of instruction in a modern language course, and that all other elements shall serve to further the ends of reading. The successful practical outcome of a secondary school course is that pupils shall be able to read German readily. This presupposes that the pupils shall have read a great deal, and carefully, and that the major part of their time has been spent in reading the foreign language.

The emphasis fittingly laid upon reading and interpretation in the class-room ought to make teachers careful in selecting suitable material. The earnest teacher instructs in grammar more or less systematically, partly because the lesson-book is methodically arranged, and partly because the teacher finds it necessary if the grammatical house is to be made of anything more than cardboard. It is far more difficult to systematize a course in reading, and, moreover, there is far too little thought spent upon this important part of the work. As long as the pupils are reading something, what does it matter? — is often the general attitude. The difficulties in fixing a canon for reading are exceedingly great. It is not to be expected that any one hard and fast system will prevail. The personal choice of each individual teacher, controlled by class conditions, will always exercise considerable

**Selection of
Material.**

influence against over-systematization. In these few pages an attempt will be made to lay down a few general principles for guidance in choosing suitable reading texts. For convenience, we will consider the topic from the following points :

1. Educative value.
2. Interest.
3. Character.

The reading should be selected for its educative worth. There should be as much care exercised in the choice of German reading, as we find exercised in the choice of English reading in good schools. The contents of the German text should be at least as carefully weighed as the appropriateness of the text in other particulars. It ought to be our endeavor, by their reading and our teaching, to develop in the pupils under us as well rounded a view of life as possible, especially the ability to grasp the characteristic traits of human nature, and to enjoy the beautiful in the world without. The reading ought also to help in bringing into harmony the thoughts and feelings of our pupils. We should, then, exercise care in choosing only what is best and noblest. Every teacher ought to read widely text-books suitable for pupils of high school age. Only by such study can we hope to do the best for our classes. It is highly important to find out what the Germans themselves regard as valuable "Jugendliteratur," and thus correct our own often too one-sided impressions. In Germany, as in America and England, the market is flooded with trashy stories of adventure that are wanting in the points I have just mentioned. And this fact has led to the appointment of several commissions in Germany to look into

Educative
Value.

the matter. The report of the Vereinigte deutsche Prüfungsausschüsse für Jugendschriften,¹ under the title of "Zur Jugendschriftenfrage," deserves notice here. It contains a few essays on Storm, Rosegger, Karl May, and others, followed by a brief criticism, very often not favorable, of some sixty books of various kinds, Belletristik, Spezielle Jugendschriften, Bilderbücher, Geschichte und Naturwissenschaften, Geographie, etc. In the third part of the book there follows a list of some 230 books, each characterized in a sentence or two as to kind of story, age for which adapted, etc. Some of the books given are not originally German books. American teachers will find this report a valuable guide. One is glad to find in the list many of the favorite stories now read in German classes throughout the United States.

A text should be selected to appeal to the pupils' interest. I imply more by the word interest than one might at first suppose. Reading material interesting in itself may be deadly dull to the class, either because it is too mature
Interest. in thought, or because it is too difficult. The most attractive story causes children to lose heart and interest if the vocabulary makes them the slaves of the dictionary. It seems an obvious point that teachers should choose works of fitting difficulty, and yet a large number of mistakes arise from the reading being unsuitable because it is too hard. The real trouble lies in the fact that the teachers very often do not appreciate the difficulties of a particular text. The inexperienced teacher, if he exercises a choice, may be expected to make mistakes on this score, but even experienced teachers often err in the same way. The more German one

¹ "Zur Jugendschriftenfrage," Leipzig, 1903.

knows, one might say, the more easy it is to miss the mark. It is very hard for a teacher thoroughly at home in the language to put himself in the beginner's place; hard enough when the student is an adult, but harder still with a class of less maturity of mind. Judging from my experience, the German-born teacher especially must be on his guard against selecting reading material above the pupils' heads because of its difficulty. Another cause is either due to the fact that the teacher lacks broad enough knowledge of the subject he is teaching, or that he is too ambitious for his pupils to get on. It sounds grand to say "My pupils are reading 'Wilhelm Tell' or 'Maria Stuart,'" when the time, they tell you with pride, their class has been studying German only warrants the class reading easy stories. It was a deplorable experience, I had once, of hearing a class that had hardly learned to walk alone, so to speak, translate from "Die Jungfrau von Orleans." Slow, blunder after blunder, in a language that was only English in vocabulary, the sentences meant nothing — could mean nothing — because there was no thought behind them. The class was not over intelligent, young, and in the second year of high school, I believe, and in the second year of German. On another occasion I witnessed a translation of part of Schiller's "Das Lied von der Glocke." It was, it is true, at sight, but it was so far above the pupils in difficulty that the teacher had to translate by far the greater part himself; even the words of ordinary life, quite untechnical, were not recognized. In a high school course in German, even in one extending over four years, the teacher is not expected to do the work of the college; that is to say, the secondary school pupil in

German ought to spend the major part of his time in reading as much and as widely as possible in easy German prose. I have nothing to say against making a start in the study of the dramas of Goethe and Schiller, provided the pupils are ready for them. But, before the time comes to read "Minna von Barnhelm," "Iphigenie," etc., the pupils must, by a great deal of prose reading, have gained security in vocabulary and knowledge of German sentence structure. The reading of such dramas should be looked to as the goal, and they should be left for a time when the pupils can read with pleasure and not find it a bore. Pupils who have to read "Wilhelm Tell" in the way that they read their Virgil are not ready for it. They must serve a longer apprenticeship in the study of very slightly graded prose, until the use of the dictionary is the exception, not the rule.

The pupils' age and maturity must not be passed by without a word. In choosing material for pupils of high school age there is not so much danger from selecting stories and plays too mature in thought, as from keeping pupils too long on Märchen and anecdotes which are more suitable in contents for younger children than one meets in high school. Of course there are Märchen which appeal strongly to all ages, and these should be chosen, other things being equal. I do not think it is much to be feared in a well planned course, that the classics usually read will be begun before the class, as a whole, is mentally ripe enough to appreciate them. In English the pupils are expected to read, and enjoy because they appreciate them, poems and dramatic works moving in a high plane of thought. The only difficulty I have ever ex-

Maturity of
Pupils.

perienced in regard to this point of the maturity of pupils has been in reading Storm's "Immensee." This beautifully told story has been spoiled for me, once or twice, by reading it with mixed classes who were too young. They were at an age when they found anything connected with love an occasion for silly giggling. Read a year later, in the last year of high school, as I have always done since, the classes seem to have left the "silly season" behind them, and apparently appreciated the charm of this masterpiece. This experience, which may be shared by other teachers, raised in my mind at the time the question as to how far stories in which love scenes play a prominent part should be read in high school work. The conclusion I have at present reached is that in mixed classes of boys and girls, stories in which love is a controlling factor in the plot, should not be read until the pupils are mature enough not to be silly over it. In classes of boys, stories of the love story type are not to be recommended as a steady diet.

In general I think there is too much one-sidedness in the work read in American schools, too many stories. If one looks through the lists of books read, in various school cata-

Books Published.	logues, and particularly if one examines lists of the various publishing houses, I think this will be found to be true. A good story is all right in its way; it can be, or can be made, of educative value, but a child needs more than the story as a diet. Reading material with more backbone in it, something that is either naturally interesting to pupils, or can be made interesting by the teacher, should be more and more added to the lists of annotated texts of publishers, and find its way into the German classes throughout the country.
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Length is another point to be considered under the head of interest. Even if the reading is as it should be as regards difficulty, etc., the rate of reading is extremely slow compared with the rate in the mother-tongue. The **Length.** brightest, cleverest story, naturally meant to be read in the half hour or hour, must lose much of its charm if spread over a half term or term. The teacher cannot altogether avoid this result, but he can do a great deal towards keeping up interest by choosing reading of suitable length, varying with the stage of instruction. The beginner, who can scarcely crawl along, surely ought not to be disheartened by starting on a book only complete in thirty or forty pages. For him some selection complete in itself, from one to two pages in length, I regard as the right measure; something that will only take him a day or two to read. With pupils under high school age work of even less extent might be desirable for variety's sake. With older pupils, on the other hand, it is easy to err on the side of too short selections, and for the lessons, thereby, to lack unity. The sketches in Andersen's "Bilderbuch ohne Bilder" seem, from point of length, to be well suited to meet the requirements of early reading in German. Later, when the pupils read with greater ease and freedom, the selections will also naturally increase in length. Thirty, possibly forty, pages, ought to be the maximum length of stories for pupils in the first year of German, beginning in the third year of high school. I should keep the selections shorter still for classes beginning German in the first or second year of the high school course. Novelletten, or selections of this length, serve to keep interest from flagging, because of the oppor-

tunity the teacher has to add variety of subject. Even in later stages of the course I think it is advisable to keep to stories, or whatever the work chosen may be, under 150, preferably 100, pages in length.

As regards variety, as a factor in the choice of texts, description, narrative, and dialogue, will all receive due attention. Simple descriptions of things, or phenomena already

known to the pupils, afford an easy way of
Variety. gaining a concrete vocabulary. Personally, however, I should not advise much description alone for pupils of high school age. The selections in Sweet's "Elementarbuch"¹ of the earth, sea, sun, seasons, etc., I am certain the pupils would find too dry, too much like a catalogue. Later, after the pupils can read German with fluency, and the selection can offer something new — something interesting about the sun, moon, or stars, I willingly admit they have a right to a place. But I wish the reading to be a pleasure, something worth reading, still of such a nature that the pupils will look on the exercise in the light of a pleasant relief from grammar in its dullest form. For this purpose the simple story affords the best opportunity for successful choice in the early stages of the language. In the good story, the three main classes I have given above may be represented. And some stories will be intentionally selected because of the predominance of one or more of the main points, description, narration, or conversation.

In the first stage of reading, a good anecdote is commendable. There is danger, of course, that the anecdote may be too brief. Many of the older ones are so carefully con-

¹ "Elementarbuch des gesprochenen Englisch," Sweet, Oxford, 1891.

structed that almost every word is important for the sense. As a rule, it seems better to choose anecdotes that are told in some breadth and naturalness for reading. **The Anecdote.** The shorter ones may, if necessary, serve as the basis for conversation and composition, enlarging upon the contents wherever desirable.

No course is complete without the study of a short play. The language is, of course, more idiomatic, and hence presents difficulties. How many, will depend upon the emphasis laid upon the spoken language in the German course. **The Short Play.** The difficulties are, however, easily overcome by the interest the short play has for pupils. A play is excellent practice in every way, and the work of the class is strengthened if scenes, or a whole play, can be given in the class-room, or, more elaborately, before the school.

The study of German poetry in a secondary school course should be regarded more as supplementary work than otherwise. Now and then a poem may be read and learned, and may act as a pleasant change from the prose reading. **Poetry.** In a longer course ballads and selections from longer poetical works will find a fitting place. How much poetry is to be read will, it seems to me, depend upon the interest the teacher has in this form of reading, and his ability to make it interesting to his class. His ability to make the poems interesting cannot be too strongly emphasized. It is absurd to read poem after poem without comment, and then require a number of them to be rattled off by heart with no further ulterior motive than to see that the whole class has learned the poems, and to correct the more

glaring errors in pronunciation. If a poem is worth reading at all it is worth studying from the literary side as well. And this can only be done satisfactorily at a time when the class is at home in the language. The study of poetry should be left until the language side offers minor difficulties, and the pupils are free to turn their attention to the thought. If the poem must go through the process of translation the pupils are not ready for it. Nothing is better calculated to destroy all love of German poetry than the daily translation of poems into the most prosaic prose.

The German teachers of modern languages lay especial emphasis upon reading of a historical or biographical nature, as best calculated to introduce their pupils to the study of

the English or French people. In the United
History.

States the story occupies the most prominent place in the reading course. In Germany the story is gaining ground. The selection of too much historical material was found to be one-sided, but, in America, we are more one-sided still. Certainly stiffer reading of historical prose ought somehow to occupy a more prominent position than it does at present. A few of the reasons why reading of this character has not been introduced in this country are not hard to fathom. One of the chief reasons, if not the chief, is due to the political history of the United States. Its geographical position is also important to consider. The American boy studies English history almost as a matter of course. England is our mother-country, and our history is closely connected with it at many points. We speak the same language, and English literature is our literature. With the nations of continental history it is different. Only now and then in the past has

our country been intimately associated with France, Germany, etc. To be sure our population has come from the Continent, to a large extent, but the knowledge of foreign life it has brought is not great. To the Anglo-Saxon boy, at least, Germany and France lie afar off, and the other countries of Europe are remoter still. In school an attempt is made to teach something about them, but usually only a general knowledge is gained. The situation in Germany is different. Germany's relations with the countries around her, geographically, historically, politically, commercially, and in her literature, all favor the study of the history of the country whose language the German boy is learning.

Co-education in high school work undoubtedly is an influence favoring the choice of a story rather than historical prose. This situation is combined with another fact, which

**History versus
Fiction.**

we must surely admit, namely that the course of the German higher schools is more exacting, the work done and the way it is done is less open to criticism on the score of superficiality, than the work in the rank and file of schools in this country. There is a tradition for thoroughness and soundness of work in Germany which we have not yet attained. It is not surprising then to find the predominant position which historical prose holds in the reading in the French and English courses. Another element which must be mentioned in this connection is the apparent difficulty in finding German historical prose suitable for elementary work. There is often much to be said against the language, the dryness, the minuteness of detail, of German historical writers. It seems to me, however, that if we are really anxious that our pupils should learn something

of the history and the historical characters of the German people, the difficulties can be satisfactorily met. But I do not think it would be wise to advocate giving historical prose the position it occupies in the German modern language course. Still, there are many interesting chapters in the development of the various German peoples into a world power under one head, and some of them ought to find a place in a high school course. A beginning might be made with biography, upon which the teacher could enlarge wherever expedient. Though not history, the "Nibelungen Lied" in some form or other could be used, and with the aid of the teacher made extremely interesting and profitable. Its introduction is more easily brought about now that the Wagner operas have done so much to make the story popular. I should imagine the majority of high school pupils, especially those who study music, are not ignorant of Wagner.

Are classes in high school to be expected to read articles or works of a technical character, as a preparation for future study? Many boys, for example, will later become engineers, architects, chemists, physicists, and

Technical Works. in a school where the elective system is in force, a kind of specialization already begins during the high school years. Without going deeply into the subject, it seems to me from my own experience that the boy with strong inclinations towards mechanics and the sciences is the very one who needs, in high school, to have the humanistic studies emphasized rather than diminished. Specialization will come soon enough in the College or Scientific School. Anyway, it seems a better preparation to give

as thorough a course in general reading of German as possible. With the results of this as a foundation, the special vocabulary necessary can be easily acquired. I do not, of course, mean to keep out selections of general interest, dealing with science, if there is time. Extracts from the books of some German writers corresponding to Agnes Giberne and Arabella Buckley, might easily find a place in a general course in German.

The contents should be typically German in character. As soon as possible, real German, written by Germans, should be introduced, and chosen expressly to introduce the pupils to various sides of German life and character. This can either be accomplished by direct descriptions or, perhaps better, by stories, poems, and sketches of a historical nature which move in a German atmosphere. "The subject of the text ought to be in harmony with the language it is intended to teach, both as regards place and time." That this is the right view to take, is now universally conceded. Our pupils are not simply to study the German language, they are, indirectly at least, to learn of Germans, German life, customs, ideals. No better way can be found than by choosing stories which deal with modern German life, and historical selections that deal with important events in the life of the German people.

In German schools a great deal of emphasis is laid upon instruction in the so-called "Realien" in modern language work. Since the time when Klinghardt pointed out at the first Neuphilologentag at Hanover in 1886, that little had yet been done towards teaching "Realien," a great deal of

progress has been made. Many books have been written for the use of classes, and the manner in which the work is being given is well illustrated by Walter in "Englisch nach dem Frankfurter Reformplan," and Klinghardt in "Drei weitere Jahre Erfahrungen."¹ Hausknecht's books, "The English Student, Lehrbuch zur Einführung in die Englische Sprache und Landeskunde," and the "English Reader" are also important. A glance at the titles of the series of French and English texts under the editorship of Bahlsen and Hengesbach, also gives an idea of the direction the movement has taken.² Our conditions do not warrant our adopting any such elaborate scheme of instruction in "Realien" of a foreign people and country. The only thing that I advise is that the material shall be thoroughly German in contents and feeling.

Having spoken of the inner form and content of the reading, we are now ready to say a word or two with regard to the outer form. In other words, a few words about the reader, as against the single text, especially in the earlier stages of the language. In the very beginning of the course a lesson book or grammar containing suitable material for reading is undoubtedly the best thing. The selections should not be loosely put into the book, simply to be read, but, rather, the whole of the grammatical, conversational, and composition work should be built up around it. The selections should form, as I said before, the center. An excellent example of what

**The German
"Reader."**

¹ "Drei weitere Jahre Erfahrungen," Klinghardt, Marburg, 1892.

² "Schulbibliothek französischer und englischer Prosaschriften aus der neueren Zeit. Mit besonderer Berücksichtigung der Forderungen der neuen Lehrpläne," L. Bahlsen & J. Hengesbach, Berlin.

I mean, in this one particular, is Thomas's "German Grammar." Soon, especially with pupils beginning late in the high school course, the selection of reader or text presents itself. The work in the lesson book progresses slowly, the older pupils soon need outside practice in reading. The reading in the lesson book is what the Germans call "statarisch," the new reading will be "cursorisch" in treatment. I have come to think that the choice of the two forms, reader or single text, is almost wholly a personal one. It depends upon whether one is willing to take the selections of others, or prefers to make one's own. I have never found a reader that entirely suited me, for there seemed always something to object to, as well as something of which to approve, in every one. It would be a more than herculean task to please every one in such a potpourri as a reader must necessarily be. It is easy to see from this that I prefer to search for suitable material myself. On the other hand, there is much to be said in favor of the reading book, in spite of the fact that there are many who do not like the idea. A good reader is bound to contain a large amount of matter of varied interest, is graded in point of difficulty (unfortunately usually too rapidly for younger pupils), and also in length. Another strong claim is that, as a rule, they are more carefully edited. As they are intended for beginners, the notes are full (too full at times) and the vocabulary more complete than in the simple text.

No reader that exists in America meets the requirements I set, nor is adapted to the use I wish to make of it. Some may object to the word "reader" as applied to such a book. After the lesson book has been intensively studied and the

reading material and the exercises based on the reading have been bred into the blood, I need a book, reader in form, with which to continue. The selections should be of varied length, difficulty, style, and contents. They should be chosen, in addition to their educative value, to give as complete a knowledge of Germany and the Germans as possible. The selections should also be chosen with the idea of forming excellent material, both in form and contents, for exercises in conversation and composition. Such a collection would form the basis for an intensive study of reading, as contrasted with the stories and other work which would afford parallel, rapid reading. It should occupy an intermediate position between grammar on the one hand, and the reading of authors on the other. It should be of such a character and of such dimensions that it can, like the grammar, be used throughout the whole course, supplementing though not supplanting the reading of authors. In this connection Hausknecht's books are worthy of careful examination. The reader will, naturally, contain a word list.

**The Ideal
Reader.**

Shall notes be in German, or English? An answer to this question depends upon one's position as regards the question of translation in general. In Germany there are a number of excellent teachers who believe in no translation, or scarcely any. Interpretation, wherever necessary, is done through the medium of the language the class is studying. We should naturally expect then that edited texts would contain explanations, linguistic and otherwise, in the same language. The question of the study of the text will be discussed in the next

**Notes on
the Text.**

chapter. Shall the text read in connection with the reader or after it, also be edited with notes and vocabulary, or is it better at this stage of the course to leave out the special vocabulary, and make the pupils consult the German dictionary? A text certainly needs to be provided with the necessary notes, adapted to the age and the time when the text is intended to be read. The notes should be concise, to the point, without taking too much for granted, or treating the high school pupil as a child of six or seven as regards general information. Their great use is to help pupils over difficult places, to explain the uncommon and idiomatic in an otherwise appropriate text. Anything else is extraneous matter, and only serves as a temptation to the teacher to make too much of the explanations. Some teachers seem to think that the notes must be learned above all other things. Without neglecting what is necessary for the understanding of the text, both from the linguistic and the interpretive standpoint, the teacher will find, in general, that the pupils will have enough to do with mastering the common, without tormenting them with the rare and often unimportant.

As regards a special vocabulary, there are at least two points in favor of its use. Firstly, it saves time. This is an obvious fact and there is no need to dwell upon it.

Secondly, the conditions are favorable for the pupils to acquire a firmer, clearer grasp of vocabulary. Instead of searching, in his inexperience, among a number of meanings and being finally uncertain which is the right one, he finds in the vocabulary only the appropriate meaning, or perhaps the usual meaning of the word followed, if necessary, by the suitable translation

**The Special
Vocabulary.**

of the German word or phrase. The student obtains a firmer, clearer grasp because the German word is associated with one or two meanings only. For though one finally chooses from the long list of meanings in the dictionary the one apparently suitable, the beginner's inexperience in the language often causes him to be uncertain that he has selected the right meaning. By reading the texts of different authors with the aid of the special vocabulary, the common vocabulary not only increases in size, but also each word in it gradually takes on a richer and fuller significance. The same words appear in different contexts, and the different authors that the pupils read use them often with slightly different shades of meaning. Thus in time a sound vocabulary is built up, and the special vocabulary is one of the aids that can be brought to bear in accomplishing this end. Later, however, the dictionary should take its place. Aided by his experience in the language, and sure of the common meanings of a large stock of words, the pupil is enabled by the use of the dictionary to gather together the different meanings of words, and the study of the vocabulary is thereby placed upon a higher plane. The objection that the special vocabulary makes the work too easy for the pupil, I hardly think a valid one. The pupil still has to search for unknown words in the back of the book, and this alone requires thought and care. Anyway, the pupils will have enough to do in the elementary work after the words have been looked up, to satisfy the careful teacher.

We are now in a position, after dealing with the general subject of reading, to plan out a course in it as far as possible in keeping with the principles laid down in the foregoing

pages. The difficulties to overcome are not few. The work done in the various high schools and academies is so different in grade and nature, some giving four years to the study, others three, two, and one. The hours a week vary also with different institutions. It is obvious that the kind of reading, to say nothing of the manner of its study, that is suitable for high school pupils beginning German in the third year, would be unsuitable for younger pupils of the first year. Previous study of Latin also exerts an influence on the type of work that can be attempted. We shall have to plan a course possessing considerable freedom in its organization. We shall also do best by suggesting a good deal of material to choose from, with the hope that "wer vieles bringt, wird manchem etwas bringen."

**How to Plan
a Course.**

The ideal lesson-book for high school work beginning with the entering class, as I have already said, ought to contain suitable and ample material for the year's reading organically connected with the requisite grammatical work.

First Year.

In addition to the obvious requirements due to grading, etc., the subject-matter should offer a glimpse of something German. The selections in the Becker grammar¹ or the series of letters in the Thomas grammar² are among the best examples I know viewed from this last standpoint. But if the text-book chosen does not contain sufficient reading material, I suggest the following choice instead of the reader, which, however, some teachers after all prefer. Such a book as "Glück auf" by Clara Wenkebach and Margarethe

¹ Chicago, Scott Foresman.

² New York, Holt.

Müller or judicious selections from the very usable book "Studien und Plaudereien" by Stern could be early introduced to supplement the text of the lesson-book. If proper facilities and time are at the teacher's disposal I should advise compiling a number of popular legends, myths, stories of cities and of historical characters. The numerous school readers used in Germany offer a wealth of material from which to choose. Later in the year as occasion demands, some short stories like Leander's "Träumereien" furnish excellent material. Additional stories for first year: "Es war Einmal," stories by Baumbach and Wildenbruch,³ "Kleine Geschichten," Volkmann, "Im Zwielficht," Baumbach.

Among the easier selections suitable for the second year I should place Gerstäcker's "Germelshausen." Hauff is an excellent story-teller and his "Der Zwergnase" is appropriate

at this stage and can be made more interesting
Second Year.

still to the class if a well illustrated edition like that of Walter Tiemann,² is in the teacher's possession. In fact the use of artistically illustrated, often inexpensive, editions in connection with the class-work seems to be highly desirable. At least one of Riehl's "Novellen" such as "Burg Neideck," "Der Fluch der Schönheit" and others that have been edited ought to find a place on the list of the second year, to be read near the end or at the beginning of the third year. For another truly German story I suggest "Das edle Blut" by Wildenbruch. Short, easy, modern, and at the same time suitable plays for schools are difficult to find. It is scarcely necessary to mention the ones

¹ Am. Bk. Co.

² Seemann, Leipzig.

usually read, such as "Eigensinn" and "Der Prozess," by Benedix, "Einer muss heiraten!" by Wilhelmi, and others of similar calibre. They are unsatisfactory, but I cannot suggest anything better. "Unter vier Augen," by Fulda, I fear is too grown up for the younger high school pupils. "Immensee," and the perhaps equally good "Pole Poppen-späler" by Storm from the point of view of difficulty, find a place in the second year texts. The first named has long been a favorite with teachers, and justly so from their mature standpoint. Is it a favorite with young pupils of the high school? I fear that they do not know enough about the German language, enough about the Germans, nor are they mature enough to appreciate the delicacy with which the simple story is told. It is not until later in life that the American boy or girl likes Storm, and even then some will not understand. I should prefer, then, to keep these stories for as late in the course as possible, and then assign them either for private reading in the fourth year, or take them up in class, reading them quickly — much as one reads an English story. They might serve as sight reading, though not necessarily to be translated, and the literary qualities could be briefly discussed. Petersen's "Prinzessin Ilse" is another bit of prose-poetry that might well be put in the same class. The writings of Peter Rosegger also furnish wholesome reading, and are an excellent contrast to Storm's stories. A number of his short stories have already been edited for school use, and the collection in three parts under the title "Als ich noch der Waldbauernbub war" issued by the Hamburger Prüfungsausschuss für Jugendschriften contains a very good selection. His work too might serve for

rapid reading in the fourth year. It is good practice to have something on hand from which to read to the class an odd five minutes now and then. Some of the pranks of Till Eulenspiegel related in an easy modern form I suggest for use in the second year. There is an edition of moderate price illustrated by the artist of Hauff's "Der Zwergnase" mentioned above. For the third year the teacher could dip here and there into a modern version of Grimms-hausen's "Simplicius Simplicissimus." Further material for this year: "Krambambuli," Ebner-Eschenbach; "Fritz auf Ferien," Arnold; "Inkognito," Groller, and "Cand. phil. Lauschmann," Albersdorf.¹

For class reading in the third year I should put early Baumbach's "Der Schwiegersohn." It is by no means a story of very high merit, but it is thoroughly German in atmosphere, is bright, and contains enough inci-

Third Year.

dent to appeal to the average class. Seidel's "Leberecht Hühnchen" is likewise German in spirit, though possibly the hero is too odd a character to appeal to a class of American pupils as highly as he deserves. At any rate, it needs careful study of the language and a good teacher to interpret such a unique, though true, type of personality. The most literary writer of the soldier's life during the war of '70-'71 is Detlev von Liliencron. His sketches are intensely vivid and dramatic, and there is withal such a spirit of truthfulness and earnestness about his pictures of the war that I think it well to place him on the list. Classes of boys, I should think, would read his "Kriegsnovellen" with deep interest. I select Kleist's "Michael Kohlhaas" for

¹ Am. Bk. Co.

the stiffer reading in the third year. It is a powerful historical story, so thoroughly German to the core that it ought to find many readers in the upper classes of high school and college. For those who do not object to a "Bearbeitung" of such a classic, the illustrated one by Chr. Hamann, as published by Grote of Berlin, seems exceedingly well done. The narrative has been divided into chapters, and enlivened considerably by the frequent change of conversation from the indirect discourse of the original to the direct. Some of the peculiarities of Kleist's prose style have also been modernized. One of Freytag's "Bilder," for example "Aus dem Staate Friedrichs des Grossen," might furnish an alternative for serious reading at the end of the third year — perhaps the fourth year would be a more suitable place. Excellent as Freytag's "Bilder" are, I am doubtful as to their appropriateness for high school reading at all, except perhaps selections from them. They are meant for study, and not for simple reading. Moreover, to get much benefit out of the "Bilder" implies a far greater knowledge of German civilization than the American boy or girl possesses. Even the German boy of like age has no easy task to read them appreciatively. For appropriate plays there is the deservedly popular "Die Journalisten" by Freytag. Schiller's "Wilhelm Tell" needs only to be mentioned. Further material for this year: "Irrfahrten," by Gerstäcker, "Kleider machen Leute," by Keller.

The reading of the fourth year could be selected from portions of Scheffel's "Ekkehard," or Freytag's "Soll und Haben," or possibly Sudermann's "Frau Sorge." If abbreviated texts are to be used in high school the suggestion

made by Dr. Bahlsen in the Teachers College Record for May, 1903, of including some of Fontane's writings is an excellent one. "Vor dem Sturm" has already
Fourth Year. appeared in the Siepmann German series.¹

Personally I dislike cutting down novels to such an extent as is necessary for secondary work. Would it not be better on the whole to select a number of shorter complete stories, even though they were easy reading for the class? For mature classes a story like "Anfang und Ende," by Heyse, or the works of Storm given above are appropriate. To these may be added his "In St. Jürgen," Ebner-Eschenbach's "Die Freiherren von Gemperlein," Chamisso's "Peter Schlemihl," Fouque's "Undine," Heine's "Die Harzreise." For more serious prose reading, portions of Goethe's "Dichtung und Wahrheit," for example, the Sesenheim period, as suggested by the committee of twelve. For the Goethe play I should select "Iphigenie," in spite of its Greek subject. Schiller's "Wallenstein's Lager" and "Wallenstein's Tod" could be read in connection with appropriate portions of the "Geschichte des dreissigjährigen Krieges."

Thus far I have not included the reading of poetry. I should put off any definite study of poetry until the third year of a four years' course. Then an anthology of suitable lyrics, ballads, etc., could form one book
Poetry. of the year. It is not necessary to specify here the several collections that have been edited. In the fourth year the pupils could take either "Das Lied von der Glocke" or "Hermann und Dorothea" for serious study.

¹ Macmillan.

I have already suggested that there should be supplementary reading chosen to give as vivid a picture of German life as our limited time and opportunities will admit, and which will also serve as a basis for much of the work in conversation. In addition to the books by Hausknecht, "The English Student" and "English Reader," I wish to draw attention to the more recent book issued for French schools, "Deutsches Lesebuch für Quarta und Tertia" by Schweitzer.¹ It is of the nature of a guide-book, compiled for school use. Both the Hausknecht and the Schweitzer books deserve examination by American teachers. In this country we must glean our material from a number of sources, for example, "Glück Auf," the two volumes by Menco Stern, "Geschichten vom Rhein" and "Geschichten von Deutschen Städten," Prehn's "Journalistic German," Kron's "German Daily Life," Hamann's "Echo of Spoken German," and others. One of the most readable histories of Germany, portions of which might find a place in the reading list of the fourth year, is Stoll's "Geschichtliches Lesebuch, I. Teil bis zum Westfälischen Frieden, II. Teil, "Das 19 Jahrhundert," Hamburg, 1902.

¹ Paris, 1903.

CHAPTER IX.

TRANSLATION.

HAVING selected the material for reading, we are now ready to take up the discussion of the way in which reading is to be treated, in and out of class. I have already dealt sufficiently at length, in the chapter on pronunciation from the phonetic side, on the kind of proficiency to be gained in the actual reading of a German text, and the manner in which the work is to be done. We can, therefore, confine our attention to the topics that deal with understanding the text, and the further uses for which it is adapted.

The importance that translation has assumed in modern language work, is, to a great extent, traditional. When German and French began to be studied as school subjects there was already a highly developed method in the study of the classics, the main elements of which method were slavishly copied. Translation of both kinds was strongly believed to be of great disciplinary value in the study of Latin and Greek, hence, as the same discipline was desired in the study of modern languages, translation was cultivated to an equal degree. In the training of teachers for modern language positions in Germany, for instance, the greatest emphasis was laid on the grammatical and reading side, to the neglect of a practical command of the language. Thus their knowledge was narrow and one-sided. They were well equipped to work

Tradition in
Translation.

in translation, but quite unfitted to work where translation was to be avoided as much as possible. Necessity then, the result of tradition, helped to keep translation in power.

Aside from this great force of tradition, the actual mechanics of language teaching have helped strongly to keep translation the most important exercise for language learning. In the first place, it is the easiest kind of work to control. To do tolerable work—good work is another question—only a low power of teaching ability is demanded. To sit before a class with open book, and listen to a pupil read off a passable translation, and here and there correct, does not require any great skill or knowledge. A teacher with only a smattering of German can grind out a lesson beforehand, and not appear too ignorant before a class translating. With a fair knowledge of German, an indolent teacher need not even look at the lesson before entering the class. Lack of knowledge of subject is an old complaint in Germany, as well as in the United States. From this it may be seen that translation can be used by the lazy and ignorant teacher as a cloak to hide his weakness. In American schools, where a great deal of work is done outside the class, when, too often, teaching consists simply of listening to what has thus been learned, the assignment of translation is easily and definitely made.

Of late years, however, the value of translation, of either kind, has been severely attacked, as being not only unnecessary in the class-room, but decidedly detrimental to the student of languages. Many of the Reformers in Germany have reduced translation to a minimum, and claim that the net results of the in-

**Easy Work
to Control.**

**Use of
Translation.**

struction in French and English are greatly increased. From the very first, class-room explanations are made by the teacher by means of gestures, objects, pictures, and by explanations in the language, making use of old material, of course. Translation is only resorted to to save time, and when there is danger of the class not grasping the meaning clearly. As early as 1892 Klinghardt¹ describes his method of text interpretation of "Little Lord Fauntleroy," which I copy verbatim.

s. 18-19,² groceryman : Mr. B., Mr. E., Mr. R., are three grocerymen of our town — cross (the cross groceryman) : making such a face (teacher gives his face an expression of crossness) and speaking unkindly — powerful : full of power (power = French "le pouvoir") — store (American word for usual English "shop") : the room where the groceryman

¹ "Drei weitere Jahre Erfahrungen mit der imitativen Methode," Klinghardt, Marburg, 1892, pp. 97-98.

² His greatest friend was the groceryman, at the corner — the cross groceryman, who was never cross to him. His name was Mr. Hobbs, and Cedric admired and respected him very much. He thought him a very rich and powerful person, he had so many things in his store, — prunes and figs and oranges and biscuits, — and he had a horse and wagon. Cedric was fond of the milkman and the baker and the apple-woman, but he liked Mr. Hobbs best of all, and was on such terms of intimacy with him that he went to see him every day, and often sat with him quite a long time, discussing the topics of the hour. It was quite surprising how many things they found to talk about — the Fourth of July, for instance. When they began to talk about the Fourth of July there really seemed no end to it. Mr. Hobbs had a very bad opinion of "the British," and he told the whole story of the Revolution, relating very wonderful and patriotic stories about the villainy of the enemy and the bravery of the Revolutionary heroes, and he even generously repeated part of the Declaration of Independence. Cedric was so excited that his eyes shone and his cheeks were red and his curls were all rubbed and tumbled into a yellow mop. He could hardly wait to eat his dinner after he went home, he was so anxious to tell his mamma.

sells his things, or where you find the things you want for your money — prunes : from the French word “la prune” (“un prunier”), in Latin : “prunus” — figs : in German “Feige” — biscuits : this is the correct English word for what our grocerymen (Mr. B. and so on) usually call “cakes,” little things about that (gesture of teacher) big, made of flour and water and sugar, also some vanilla, etc.; they are usually taken with tea, etc. — fond of : loving, a person or a thing — baker : the man who makes bread and cakes, as Mr. E. in Frankenstein Street and Mr. B., my next-door neighbour — liked : loved — terms of intimacy : “terms” = German “Beziehungen,” intimacy = friendship — the topics of the hour : the things about which people talk most at a special time — villainy : very bad character — Declaration of Independence : = French “Déclaration d’Indépendance” — to excite : German “aufregen” — cheeks ; these are my cheeks (teacher shows his) — curls : most of you have flat, smooth hair (teacher points to his own hair) but B. and C. have curled hair (teacher walks up to these boys and points to their heads) their hair consists of a great number of curls, this is one curl — his hair was rubbed and tumbled into a yellow mop : by doing this (teacher rubs and tumbles his own hair or that of a boy) you rub and tumble your hair and the effect is a mop. — hardly : scarcely — anxious : German “begierig.”

The well-known books of Alge¹ are also important to remember, in this connection.

¹ “Leitfaden für den ersten Unterricht im Französischen,” Alge, St. Gallen, 1887, 2d ed., 1898. “Beiträge zur Methodik des französischen Unterrichts,” Alge, St. Gallen, 1894.

The present position with regard to the subject of translation, if we except some of the objections recently raised against the work of the prominent Reformers, is well illus-

trated by some of the theses presented by
Position of Wendt at the Neuphilologentag, held at Whit-
the Reformers. suntide, 1898, in Vienna, and adopted at the
 next meeting held in Leipzig, Whitsuntide, 1900. Though
 primarily directed towards systematizing the work of the
 upper classes in Oberrealschulen and Realgymnasien, they
 are significant for all grades of work.

1. Die Unterrichtssprache ist Französisch oder Englisch. Besonders schwierige Stellen können deutsch interpretiert werden.

2. Die fremde Sprache wird nicht betrieben um daran die Muttersprache zu lernen.

3. Das Uebersetzen in die Muttersprache beschränkt sich auf die Fälle wo formelle Schwierigkeiten dazu zwingen.

This represents the most advanced position yet taken. Among the teaching body throughout Germany there is a gradual gradation from this standard, dependent upon the individual teacher's opinion of the value of translation, and partly upon the teacher's ability to work out such a plan successfully.

To meet these demands, texts are now being edited with notes in the same language as the text. They are written at

times by Germans, often, however, by for-
Texts with eigners. An attractive series is the "Neu-
German Notes. sprachliche Reformbibliothek," edited by Dir.

Dr. Bernhard Hubert and Dr. Max. Fr. Mann.¹ The pros-

¹ "Neusprachliche Reformbibliothek," Hubert & Mann, Leipzig.

pectus is also out of a new series in the hands of Dörr, Junker, and Walter.¹

I will give, at some length, reasons for and against translation, in order to make the situation as clear as possible. What shall now be our attitude, in America, towards this perplexing question? More particularly, what shall be the attitude of teachers who are capable, if necessary, of carrying on a recitation wholly in German? It is evident that teachers who have little or no command of the language must do the best they can with translation. According to the Committee of Twelve :

“ In the majority of schools it would appear that, after the first few months, the study of German consists principally in the translation of German literature into English. Translation is the exercise which is felt by both teacher and pupil to be the most important, and is the one accordingly which is most insisted upon.” ² Compared with the Wendt theses, already given, teachers in the United States seem to be working at the opposite pole from the advanced Reformers in Germany.

Translation is the most obvious and convenient way of explaining the meaning of a text. It is natural for us to refer back to the mother-tongue the foreign sentences we see before us.

In class instruction, any other way than by comparison of the foreign with the mother-tongue is beset with difficulties,

¹ “Sammlung franz. und engl. Schulausgaben mit fremdsprachlichen Erläuterungen,” Dörr, Junker & Walter, Leipzig, 1903.

² Report of the Committee of Twelve.

the chief of which is that the teacher has not the time to teach all the pupils in the same thorough manner, by means of objects, and explanations in the foreign language, etc. With a printed text before the class, and a vocabulary, the requisite knowledge of the structure of the language, and a knowledge of the mother-tongue, the psychological process is comparatively simple.

From the teacher's standpoint, translation is the most efficient test of the pupil's grasp of a lesson. It may be urged, perhaps, that it is not a sure test, that pupils may

apparently translate accurately, and yet not understand the thought of the text. At times, no doubt, this is true, at least that the pupil

gets a wrong impression of a passage, but a thorough teacher does not stop at translation. That should only be the beginning of the work on a passage, as a rule. On the other hand, the risks of false interpretation from not translating are far greater, even in the hands of a clever teacher, to say nothing of the less competent one. The trouble with a large number of pupils is that they do not realize when they do, and when they do not, understand, and it is difficult, except through direct translation, for the teacher to satisfy himself that it is not a partial understanding that the pupils are getting. As far as the correct employment of the words and phrases is concerned, there appears no weakness. The trouble may lie deeper than that. It is so difficult to get behind the symbol and see what value is attached to it. Under the rank and file of teachers the tendency may be easily created in classes to get the drift of a passage, and to be content with that. Such a tendency soon leads to super-

ficiality and general mental slovenliness in all the work. Accurate translation, with all its interpretation, acts as a corrective against thoughtless work by young and immature pupils. The words of Storm,¹ quoted by Sweet,² and the summing up of Sweet himself, are worthy of mention.

"The living oneself into the foreign language has also its dangers. One easily accustoms oneself to a partial understanding; one does not form a definite idea of the special shade of meaning, because one has not thought of corresponding expressions in the native language. It is not till one can translate the word that one has complete mastery over it, so that one not only understands it, but can use it.

"In fact translation has much the same function in the vocabulary that grammatical rules and parsing have in construction; it tells us how far we can go in our unconscious or half conscious associations. . . . Translation is a most valuable means of testing the accuracy and correcting the mistakes in our unconsciously and mechanically formed associations between our ideas and their expression in the foreign language."

Translation has long been regarded as an excellent discipline in clear thinking. There is no doubt that, under a teacher who exercises the care and takes the time to teach the pupils how to interpret accurately the thought expressed in a foreign language, the pupils in time learn careful discrimination in the use of words, phrases, and clauses. By using the material

Accurate
Interpretation.

¹ "Forbedret Undervisning," Storm.

² "The Practical Study of Languages," Sweet, New York, 1900, pp. 201-202.

provided in the foreign text as a basis, accurate knowledge of English can be taught, together with flexibility in its use. There are many who not only believe, but carry out the belief, that every lesson should contribute towards a better understanding and better use of the mother-tongue on the part of the pupils. There are others who, although holding that the German lesson is primarily meant for the study of German, not English, find, unfortunately, that the kind of knowledge the pupils possess of English makes it imperative to spend considerable time with the English side of the language instruction, in order to make any sure advance.

A certain amount of translation is interesting to the class. Pupils have often come to me and told me that it was a pleasure to translate. I think there is foundation for the liking, especially among older pupils who have a good command of their English vocabulary, partly acquired by careful training in translating Latin.

Interest.

Another point in favor of translation that must not be forgotten is the nature of examinations, more particularly college entrance requirements. Whatever grade of examina-

tion is taken, translation is always strongly represented. Whether examinations in which a practical command of the language can be tested are advisable, or feasible, does not concern us here. The fact remains that translation in examinations is emphasized, and this means that pupils must be carefully trained to meet the requirements.

Examinations.

Let us place opposite some of the reasons against translation, at least against allowing translation to hold the prominent place

**Reasons
against
Translation.**

it used to hold, and still holds to a large extent, in foreign language instruction.

Although one frankly admits that pupils in classes under a teacher of French or German, who, at the same time, possesses a fine sense of feeling for his mother-tongue and takes

the pains and time to teach his classes to translate in careful English, will increase their

knowledge of English and their ability to use it with force and nicety of expression, such emphasis on translation makes it principally an English exercise, and the lesson is supposed to be a lesson in German. Freely as one grants that in every subject, like history, geography, the sciences, etc., good English should be emphasized as part of the training, that no foreign language should be studied until the students have some definite knowledge of their mother-tongue, a good vocabulary, and the power to use it — granting all this, our main reason for studying German is not to get a better grasp of English. We are really engaged in the study of German for the sake of the German. Wherever it is necessary to further our end, we can make use of the English language, but then, and only then, do we become for a time, and for a time only, teachers of English. At all other times we are teachers of German. Walter,¹ in the book so often quoted, says :

“Sollte man aber wirklich meinen, dass die Muttersprache bei diesem Verfahren, (i. e., minimum of translation), nicht zu ihrem Rechte käme, so möge man dem Deutschen, das an und für sich gewiss einer grösseren Pflege bedarf, eine Stunde auf Kosten des Englischen zuwenden, wie sich ein Gleiches

¹ “Englisch nach dem Frankfurter Reformplan,” Walter, p. 148.

auch in einzelnen Klassen für das Französische und Lateinische thun liesse." Many teachers of modern languages in American schools would doubtless be willing to have the hours for English increased at the expense of the German, especially if the pupils could be taught English in such a way as to relieve the modern language master from the task of trying to teach two languages at once.

The foreign language teacher ought to feel that he has a right to teach French or German for itself alone; that wherever English is brought in it is for the better understanding of those languages, for the purpose of

German for
German's Sake.

better instruction in those languages. The study of Latin, and for those who do not take Latin, the modern languages, has too long been regarded as the right place for breaking in pupils to the knowledge of English grammar. Lately the question has been raised whether it is not possible to give a boy or girl the same efficiency in their knowledge of English by teaching English itself. Professor G. R. Carpenter argues that it is possible, and I believe personally that it is. He says: "It is true that English and the modern languages generally, have not commonly been taught so as to give the linguistic discipline which it is well known that we obtain from the study of a synthetic language. But though this may establish a presumption, it does not prove that an analytic language cannot be taught with similar results. Teachers and scholars are just beginning to understand that English is not an unorganized or haphazard linguistic system, but is a highly developed and wellnigh perfect instrument for the expression of modern thought. . . Modern methods in English composition seem to show that

this is, in proper hands, an extraordinarily effective instrument. There is a somewhat widespread feeling, moreover, that the study of English grammar, particularly on the historical side, and of the earlier forms of the language, may be so systematized as to yield as remarkable results as has the recently systematized study of English composition. . . . It remains to be seen whether the system of teaching the English language now in process of development . . . has not a strong chance of supplanting Latin as the most convenient and effective instrument for education on the linguistic side.”¹

Translation has a bad influence on “Sprachgefühl.” The only possible way for one’s “Sprachgefühl” of German to thrive, is to keep within the bounds of the German language. We have just said that translating is an exercise in English, only using German as a basis for the exercise. A simple exercise in English is negative in its results ; translation, as an exercise in English, is positively harmful for the growth of Sprachgefühl. The natural tendency to translate a new language is encouraged instead of checked, as it should be. Pupils, from the very start, are taught to look at the study of the language from the wrong point of view, and in time they get into ruts out of which some of them never climb. Everything must take on an English aspect before it means anything to them. The German text is hazy and unclear until translated into other symbols.

It is difficult and takes a great deal of time to acquire the

¹ “The Teaching of English.” Carpenter, Baker and Scott, New York, 1903, pp. 20, 24, 25, 26

habit of translating well. If a translation is to be made at all, it must be done well, in English that will bear testing.

Length of Time. If we make an English exercise of it, the necessary time and care must be taken to make it of some benefit, and not injurious to the pupils. Translating and reading a language are two different processes, for a pupil may read a language almost as his mother-tongue, and yet flounder hopelessly if you ask him to translate at sight. He understands a page of German perfectly, and yet it is necessary for him to sit down and puzzle over a good translation. No doubt many teachers have experienced great difficulty in preparing a lesson in translation, have found that, after struggling some time over the lesson, one of the pupils who knows a great deal less of the language can easily put him to shame. The reason is not far to seek. For years the teacher has been reading German, and has got into the right path of non-translation, while the pupil, on the other hand, has been spending a great deal of time acquiring the technique of translation, a technique which we wish him to forget. At least we wish this technique to fall into disuse as soon as possible, for, if practised too long, it will ever be a hindrance to his really knowing the language. Would it not be better to spend much of the time devoted to teaching this technique, which will only be a check in the long run, in acquiring the power of reading and understanding the original language, a technique wide in its possibilities?

The radical Reformers emphasize speaking the language, and the spoken word is the foundation of the course. The study of the written language, as represented in literature,

appears in time, as the natural outgrowth of the spoken language. We plunge our classes into easy literature as soon as pupils have gained an elementary knowledge of grammar and vocabulary. The Reformers lead the pupils through the spoken word, gradually, up to the reading text. We are content if our pupils can recognize German words, and can interpret them in the mother-tongue. The Reformers start with a nucleus of words of every-day life, and, through manifold exercises, make each word live, so that the pupils can not only recognize the word and often give synonyms, but can also use the word in speaking — of course within a limited field. Step by step with them the preliminary work leads up to the reading of texts, and the simple concrete vocabulary used in speaking, can, if cleverly managed, be taught with little or no translation, and if the work is graded the reading of texts can be carried on in the same way. We, on the other hand, handicapped by time, plunge into reading after a short grammar course. We start from the very first by emphasizing the English side, so that when the suitable time for reading the text arrives, translation is all that we can do. As our reading vocabulary is not the natural outgrowth of our speaking one, translation, at any rate at the beginning of text reading, is an absolute necessity under such conditions. Some few voices have been raised against the more advanced Reformers, as intimated above, with regard to this very subject of translation. It may be that some have gone too far, but, on the other hand, much of our instruction errs on the other side. There is far too much time and energy wasted on this exercise of translation, valuable time that could far better be

**The Extremes
Contrasted.**

spent in working along the lines of the German Reform. Direktor Walter is against compromise.

“Entweder befolge man die alte Methode oder die neue; eine Verquickung beider ist für Lehrer und Schüler nachteilig.”¹ In the United States, however, there must always be a compromise until modern languages are placed upon the same footing that they are on in Germany. Pupils preparing for college entrance in one, two, or even three years, cannot do the same kind of work as is done in Realgymnasien and Oberrealschulen with courses extending over six years and upwards. Time alone cannot be considered. An important factor is the previous preparation of pupils for linguistic work. The description of the work in the Musterschule at Frankfurt a. M., as given in Direktor Walter’s book, deals with the first two and a half years, with six hours a week, beginning with the Untersekunda. In reading these most striking results we must, however, remember that a similar kind of French work has been done by presumably the same pupils since the Sexta class, for five years. Latin too has already been studied two years. The conditions then are more favorable from every point of view than in any school in the United States with which I am familiar.

I am convinced that neither extreme is the right method for the United States. A course in which translation is the principal exercise throughout, errs on the side of being too conservative; the other extreme is far too radical to suit American conditions and American needs. As outlined in a previous chapter, what we

A Middle
Course.

¹ “Englisch nach dem Frankfurter Reformplan,” Walter, p. 140.

need most of all in the United States, is a reading knowledge, the very best we can give our pupils; all other aims are secondary, and only incorporated into the course in order that the reading ability of the pupils may be more efficient.

No teacher who has earnestly tried to solve the problem of translation can doubt that translation can be abolished, as a regular exercise, sooner or later in the course. How soon,

**Can Transla-
tion be Abol-
ished?**

depends entirely on how instruction in the language is begun. If English is the language most heard in the class-room, then of course weaning from translation comes late, if attempted at all. On the other hand, if the course is built up on the plan that the pupils shall hear and use the foreign language as much as possible, translation as a regular class exercise can be dispensed with from the very first. Whether this is advisable for all teachers to attempt is another matter. All teachers must admit, however, that every minute robbed from English and gained for exercise in German is desirable, other things of course being equal.

In addition to the more general point of accuracy in translation, a few other points must be observed, one of

**Requisites
for Good
Translation.**

which is clearness. The main use of translation is to test how far the pupils have mastered a definite passage, as to meaning and form. It is to be expected, then, that a pupil who has mastered the text in these two ways will be able to give the

Clearness.

meaning clearly in the mother-tongue. If the translation is not clear, it is either because the meaning is only partly understood, or because the pupil has been careless in putting the meaning into its new form.

The teacher must, from the very beginning, insist that it is not simply sufficient for the pupil to understand a passage, but he must also take the pains to give the best possible interpretation of that passage. It is not to be expected in routine high school work, however, that there will be time for any great care in the choice of words, only a fair choice of words, varying with the age of the pupils and their experience with the language, can be insisted upon. The semi-extempore nature of translation puts anything like a literary production out of the question.

Teachers also wish pupils to show by their translation that they understand the structure; they wish a rather close translation, and not a paraphrase. This fact, again, ought to make it evident that the translation, if taken down in shorthand, would not be ready for publication. There is danger on the part of some teachers that they will take too much time in translating a passage, and thus lose time for what is really of more importance. The teacher must not worry the pupils, and always insist upon having just the word or phrase that he thinks is right. In the elementary work, a more literal translation is preferable. The aim there is to see whether the pupil understands case relations, tenses, and the meaning of individual words. Later, when the class has had considerable experience in "handling" the language, more latitude should be allowed in the interpretation whenever the teacher is confident that the pupil could give, if required, a literal translation of any particular passage.

From time to time, written translations ought to be done

by the class to teach them what a good translation is. This is especially valuable in the upper classes, where the knowledge of both languages is greatest. Before requiring such a model translation, however, it is advisable that the passage should be given orally in class and corrected. Then specific directions as to what points the teacher thinks ought to be brought out should follow. As for correcting such exercises, the teacher of the class is the person who will naturally do it, but such work might well form part of the composition work of a class in English.

The last point that should be insisted upon in oral translation is fluency. As a rule pupils will translate about as slowly as they are allowed. If we except the time taken for corrections, the ideal rate of translation ought to be as fast as one ordinarily reads out loud in English. It is not always possible, by any means, to get this rate, but it is something to strive for. The teacher must begin practically the first day to get rapid translation. The work must not, of course, seem to be hurried, but I think my meaning is clear. To see the English words in the German, and to read them as if the page were printed in English, is a technique which must be practised like scales on the piano. In order to best teach this technique, the pupil must understand from the outset that no lesson is well learned in which he has to stop and think of the meaning of a word, or wait for the teacher or class to prompt him. On the other hand, the lessons at the beginning must be short, so that the pupil can fairly be expected to meet these demands. To translate without stumbling

**Written
Translations.**

**Fluency in
Oral Work.**

requires that the pupil should, in preparing the passage, go over it many times out loud. It is not enough simply to get out the meaning, and trust to inspiration in class. Such an attempt in the class is sure to be full of "and-ers." There are some pupils who, even though they spend a great deal of time preparing the translation, translate slowly and with much repetition ; they give three or four synonyms for a word, and cannot seem to decide upon the final form in which they wish to leave the word or phrase. Such work must be stopped, if possible, from the start. The pupil must decide before coming into class just how each word, and just how each sentence, is to be given, and he must go over it enough times to be sure of it. If instructions are given early in the course, and insisted upon by the teacher, and no translation accepted that does not advance quickly from word to word, phrase to phrase, the technique is soon mastered by the pupils. Once the class finds out what kind of translation the teacher is willing to accept, the average pupil will meet the requirements. A rapid translation is just as easy to get as a slow halting one, if you begin at the beginning with a high standard and keep it up. The teacher can also aid the pupils to acquire facility in translation by gradually increasing the amount each pupil is to translate. At first the translation of a sentence will suffice, especially as only a small amount can be translated, and it is desirable to give each pupil a chance. Later, this is not so necessary, and the length of the passages can be increased. It is a good test if the pupil can give a clear, brisk translation of half a page. It requires better preparation and presence of mind than translating three or four lines. The review, for example, is

very well adapted for this kind of work. Translation with an interrogative intonation is another form to be frowned upon. It is the duty of the pupils to know the word, to make something out of every passage. If it is wrong, it will be corrected.

The manner in which corrections are to be made by the teacher, is also an important matter to decide. To correct translation well is a difficult matter. To decide quickly whether a translation will pass muster, although

Correction of Translation. it may not be the one the teacher has had in his own mind ; to see immediately just where the trouble lies if a false translation is made ; to get the right translation after all with the least loss of time and the least annoyance to the pupil, all this requires considerable pedagogical ability. As a general rule, the pupil ought to make the correction himself, under the teacher's guidance. It is easier, of course, for the teacher to give the proper word or phrase, but this is not teaching. Telling by the teacher ought to be the last resort. First, the pupil should be called upon to correct, then the class, and lastly, the teacher. With a text of suitable difficulty, and a high standard of accuracy expected of the pupils, most of the corrections can be made by way of suggestion. Often reading the passage to the pupils with the proper emphasis is sufficient, or a question as to the construction of an important word. Above all, the teacher must have studied the text carefully, noted the difficulties, and be thoroughly equipped on all sides. He must, from his knowledge of the class and their previous study of the language, know how much he can reasonably expect of the class as a whole, and individually. He must

keep in mind the vocabulary of the pupils, and be able to refer quickly to passages where the word or phrase has already appeared, and he must also be always ready with a stock of examples of all kinds.

The most valuable work in translation is, after all, sight reading. If the story the class is reading is of the proper degree of difficulty, it is to be expected that

Sight Reading.

the majority of the class can, with careful preparation, give a good translation. Here and there there will be something to correct, to improve; but a class with a tradition for good, sound, earnest work, will finish this assigned part of the lesson quickly, and give the teacher a chance to read often at sight with them. After all, sight reading, translation at sight, is a real test of a pupil's knowledge of a language, and needs, for this reason, to be emphasized as a regular part of the course. It gives the teacher a good opportunity to secure individual work, not always possible when the translation has been done out of class. It is the experience of many, no doubt, that the weaker members and the lazy members of the class receive too much help from outside. In sight work it is possible for the teacher to see just where each pupil stands, to find the weakness of individuals, and of the class as a whole. Sight translation looks both backwards and forwards; it is review work and advance at the same time, and it is excellent training in quickness and accuracy of perception.

In addition to marshalling previous knowledge of vocabulary, structure, etc., sight reading teaches to guess, to see quickly from the context what a passage most probably

means, even though, at first sight, many words seemed to be unknown. The power of guessing in language work ought to be encouraged. Naturally it should not lead to superficial preparation of homework, but there is a legitimate place for guessing in modern language work, and the place to learn it is in the class-room under the guidance of the teacher. Sight translating, by encouraging guessing, saves a great deal of mechanical looking up of words in the dictionary. Pupils too lightly get into the habit of looking up words when there is no need. Mechanically they turn from text to vocabulary for almost every word, words they have had many a time before in their reading, and which, with the right attitude of mind towards translation, they know, without wasting time hunting about in the vocabulary at the end of the book.

It is easy to see that sight translation is an excellent vocabulary builder, from the standpoint of reading. How excellent for this purpose depends, to be sure, on the manner in which the teacher works. To make a language, however limited the field, a second mother-tongue, requires a great deal of time.

**A Vocabulary
Builder.**

From the recognition stage to the productive stage is a great leap. To simply translate a word, or better still to understand the meaning of a German word, takes a comparatively short time, and in sight translation is the place to begin the building up of this kind of a vocabulary. Many words we know after we have seen them once. The old words and phrases will be made firmer if the teacher refers to passages that have already occurred in the class reading. The new words must be analyzed, and wherever an English word not

too remote in meaning lurks in the German, the teacher should not fail to draw attention to it. In fact, the teacher has a splendid opportunity to clinch what the pupils have studied in the language, and to show them how to attack new material.

We must not forget the fact too that sight translation is intensely interesting to the average class. Providing the passage set is not beyond the pupils, the whole class is alive, and this means the class is learning. The same degree of attention cannot be expected on work prepared outside the class. The freshness has been taken off it. If the pupils have studied the lesson well they gain little from hearing the translation given in class. They follow the work, to be sure, but not with the same interest and alertness as in sight work.

It is important for the teacher to read over the section to be translated first, himself; in the upper classes, one of the better pupils may, now and then, be chosen. A good reading often gives the pupils a clue to the meaning better than any other hint.

The pupil can then be selected and allowed to attack the material in his own way. The teacher must not be too ambitious for him to get on, or worry him if the first translation is a little rough. If the pupil does not seem to get on, a second, or even a third, reading in German, emphasizing important words, is often found helpful. If there still seems difficulty, the teacher can find out how much the pupil knows of the sentence, the compound words can be analyzed, German synonyms suggested, and guessing from the context encour-

**Interesting
to Pupils.**

**Reading of
the Selection.**

**How to Help
the Pupil.**

aged. If there is further difficulty, the matter can be referred to the class, or, as a last resort, the translation must be given by the teacher. Of course the teacher must exercise discretion, and not make too much of word or phrase, thereby losing valuable time. The hints he gives must be simple, clear, concise. After the first rough draft has been made, the same pupil will easily go back and give a smooth translation, after which the next passage can be studied in a similar way. Finally, at the end of the exercise in sight work, time ought to be saved for one member of the class to read quickly over again all that has been translated at sight that day. In the following lesson, the material will at least be read in German, or will form the basis for question and answer work.

The allusion to question and answer work in the preceding paragraph, introduces another use for the reading, beyond mere translating. In the chapter on conversation I have

**Other Uses
for Reading.** discussed the value of asking questions to bring out the thread of the story. The question that concerns us here is, how much of the material read can be studied in this way. Manifestly not all. In the first place, much that is read does not naturally lend itself to question and answer. The language is not conversational in tone, and as it is necessary, because of the elementary type of oral work possible in a high school course, to keep closely to the text in vocabulary and form, questions and answers based upon the text would usually be stilted in tone, and sound unnatural to the German ear. In the second place, we wish our pupils to read as much as possible, speaking is not our main object. And as has been

emphasized again and again, learning to speak is an infinitely slow process compared with learning to read. However no lesson ought to pass in which there is not some intensive study of the reading text beyond translation. A part of the lesson, the review lesson if prepared at home, or a part of the work translated at sight in the class if of a suitable nature, could be utilized for this purpose. Otherwise a book adapted for conversational purposes can be read, so that there will be no reading lesson without ten or fifteen minutes being spent in exercises in which the mother-tongue plays no part. Other exercises for which reading material is adapted have been sufficiently described in other parts of this book.

What relation should grammar teaching bear to the reading text? I remember the days when every little passage of Cæsar that was translated was picked to pieces, sentences

**Grammar and
the Reading
Text.**

analyzed, declensions and conjugations given, subjunctives described, etc. In modern language work I do not think such analysis is necessary, rather inadvisable during the time set apart for reading. I wish the story or whatever the pupils are reading to be a pleasure to them, and not interrupted at every turn by grammatical questions. To be sure, grammatical questions must be asked in every reading lesson, but only when it is necessary to bring out the meaning. Grammar must be taught, and the connected text is often the very best place to teach it, but the reading lesson as such should in general be kept free from it.

All work in which the foreign language is a controlling feature paves the way to understanding the text without

resorting to translation. Exercise in dictation, and other exercises in which the hearing of the pupils is trained, all help. Almost from the first lesson the teacher

**Elimination of
Translation.**

will read off the review sentences, and members of the class will translate from hearing.

It acts as a relief, as well as affording excellent practice, to translate at least a part of the advance work in that way. The time it takes is well repaid by the results. This reading of the lesson to the class, and requiring them to translate, can be carried on in all grades of the work. At first the teacher will divide the sentence, later a whole sentence can be read, and an accurate translation expected. When the pupils have a sufficient vocabulary, easy stories may be read to the class. At first it will be best, after reading a short passage, to go back and get a translation of each sentence. Later, the translation can be dispensed with, and a résumé in English asked for. Still later, a whole story can be read through and the contents given in English, and the story then retold in German, though usually the better plan is to prepare for this exercise by questions on the German text, as I have suggested in the chapter on Written Exercises. This work, which is, in a way, supplementary to the regular reading, aids the class in time to dispense with translating everything. With a reliable upper class, a sufficient test of thorough preparation is to ask the meanings of the more uncommon words, and the translation of the more difficult phrases and clauses. An attempt should be made at this stage to make use of the German synonyms the pupils have been learning throughout the course, wherever possible. After this preliminary study of the text,

further exercises to test their knowledge may be taken up, *e. g.*, question and answer, etc.

The highest type of work would imply studying the German literary text in somewhat the same way that a literary text is studied in the mother-tongue. I am afraid, however,

that the large majority of teachers are not able to do such a high grade of work successfully.

Moreover, to put pupils in such a position would take far more time than is devoted to modern language teaching; at any rate it would lead to over-emphasis of speaking, to the neglect of reading, in secondary schools. An excellent example of this type of study, however, is given by Klinghardt.¹ A synopsis of his manner of studying a text may be of service to teachers who have the knowledge and ability, and the conditions necessary, to follow it well.

“Jedes einzelne textstück aber macht in drei auf einanderfolgenden unterrichtsstunden folgende drei stufen der repetition durch: α) repetition der zu den neu auftretenden vokabeln gegebenen wörterklärungen und, wenn einmal zu einem ganzen satze oder zu einer construction eine erklärung nothwendig gewesen war, repetition auch dieser; β) repetition der dem gedruckten texte zu grunde liegenden lautwerthe durch vorlesen; γ) repetition der im text enthaltenen vorstellungen (thatsachen) durch gegenseitiges abfragen der schüler unter einander, gelegentlich auch durch fragen, welche der lehrer selbst an die klasse richtet.

Bezeichne ich nun die ersten textstücke des quartals mit den buchstaben *a, b, c, d, e . . .*, so ist es klar, dass ich in

¹ “Drei weitere Jahre Erfahrungen,” Klinghardt, pp. 101-102.

der ersten stunde zunächst nur die vokabeln von *a*, zu erklären, nichts aber zu repetiren habe. In der zweiten stunde repetire ich die vokabeln von *a* und bespreche die neuen vokabeln von *b*. In der dritten stunde lasse ich *a* lesen, repetire die vokabeln von *b* und interpretire die neuen vokabeln von *c*. In der vierten stunde lasse ich *a* dialogisch behandeln — und damit verschwindet dieses stück aus dem laufenden kursus — *b* vorlesen, frage die vokabeln von *c* ab und interpretire die in *d* neu aufstossenden vokabeln. In der fünften stunde wird *b*, welches hiermit nun seinerseits verschwindet, nach stufe γ), *c* nach stufe β), *d* nach stufe α) repetirt, neu besprochen wird *e*. So geht dies regelmässig weiter fort . . .”

CHAPTER X.

VOCABULARY.

THE acquisition of a vocabulary must obviously demand a good share of attention in the study of a foreign language. Learning to speak, read, or write, a language other than one's own, is, after all, a never ending study of words and their use as a vehicle of thought. As in all kinds of high school work, we are here concerned with making a judicious selection of material and means.

Before discussing the vocabulary from the standpoint of range, we must first be clear as to the kinds of vocabulary, from the standpoint of grade, that we need in secondary school work. For our present purpose there

Kinds of Vocabulary. are two grades to be considered: a lower, the reading one; a higher, the speaking vocabulary.

Under each we might make subclasses. It is manifest that the latter type will not only be far more difficult of attainment, and consequently, if for no other reason, far smaller in range, but also from the nature of the case it will be included in the former. We have to teach, then, one vocabulary only. The size and degree of usefulness of the speaking vocabulary will depend upon the relation that speaking bears to reading as regards emphasis in the course.

As the teaching of the reading vocabulary is, after the early stages, more indefinitely done, we will at first confine our discussion to the higher, the productive vocabulary.

For this kind we can build up almost step by step throughout the whole high school course, whereas the control of the reading vocabulary, if we except some specific helps, soon gets comparatively beyond bounds.

**Productive
Grade.**

**Presentation
of the Words.**

It is certain that the old way of requiring pupils to learn a definite number of words daily, or of assigning the vocabulary in connection with a reading lesson to be prepared before the actual reading, ought to be discarded. The new words should, on the contrary, be first presented in a reading text. In the light of the context the meaning of the new word is given more at its true value, and its association with the idea the word represents tends to be clearer, more lively, and, hence, more lasting. The meaning of many words would, to be sure, at once be understood whatever their position, whether in word lists, or in a connected passage, *e. g.*, father, mother, dog, etc. Other words, however, need a context to show them in their true light. Even if the words in given lists bear a certain relationship to each other, they will not appeal to the learner's interest as the same words would incorporated into sentences logically connected. I do not mean to imply that we can afford to discard learning words singly, or in lists, in connection with the reading, or arranging the vocabulary of the pupil, from time to time, into groups of words allied in subject. Such work, however, is not the first step to be taken in the study of the vocabulary. It presupposes that considerable practice has been given in other ways towards learning the words, either by reading, writing, or speaking. Afterwards, systematization offers a good means of review.

How the vocabulary is to be presented in connected form, whether in a number of short stories, or anecdotes, dealing with a variety of subjects, or in a number of constructed texts each covering a definite field, is not so vitally important, providing, in each case, the aim is to teach pupils in a short time a well balanced stock of common words. The constructed text has the advantage of directness, but, on the other hand, it may be so over-loaded with words belonging to the same group as to make the selection void of interest. On the whole, a combination of the two kinds is desirable, texts (they may be constructed, as the letters in Thomas's Grammar) interesting in themselves, and constructed texts of the above type, which, though not necessarily interesting in themselves, can be made attractive by the teacher by means of object lessons. These texts may be regarded as a means of repetition, in a connected form, of the various words and expressions that have been taught in the "Anschauungsunterricht."

The presentation of the vocabulary in a connected form, followed by the reading, is merely the preliminary stage in its study. The second step is intensive treatment of the vocabulary. The manner in which this is to be done has already been thoroughly explained in the chapters on Work in Speaking, Grammar, etc. In general, any exercise in connection with the study of the language in which the teacher can maintain a high degree of interest and responsiveness on the part of the pupils, influences the acquisition of a vocabulary for the good. If the reading text has been gone over in the manifold ways that have been suggested, by question and answer, by conju-

**Material for
Contexts.**

**Intensive
Treatment of
the Vocabulary.**

gating in sentences, by changes in form, by substitution of words and expressions of kindred meaning, and by written exercises carried on entirely in the foreign language, or in the form of English sentences to be translated back, a great deal has been done towards fixing the new vocabulary. Not all by any means. The old words must be kept from fading from consciousness by repetition in new connections. One valuable means that can be easily carried on in the early stages of instruction is to expect the pupil not only to recognize old words, but also to give the contexts of passages in which the word has already appeared. In this way he not only strengthens his hold of old words and phrases, but also learns to distinguish clearly what there is new in the passage.

So far we have considered the productive vocabulary in particular. As the pupils' power to read grows, and the time that can be devoted to reading increases, the control of

the teacher over the pupils' vocabulary becomes, as has been said, less definite. There is not time, nor is it advisable, to make over into

productive vocabulary all that is found in the reading. The pupil meets words and expressions which he would rarely, if ever, have occasion to use in conversation, even if he were dealing with his mother-tongue and not a foreign language. How are we then to build up a reading vocabulary? After one has gained a good control of the common language and grammar through intensive study of a limited field, as outlined above, much help undoubtedly comes from simply reading cursorily as much as time will admit. Much reading of easy prose gives, perhaps better than any other one thing, a feeling of being at home in the language. The same words

and expressions, the same sentence structure, occur again and again in rapid succession. The meanings of many words, even without the aid of the dictionary, are in this way eventually borne in upon us. I would even advise reading some books without the aid of the dictionary at all, just to see what the class can make out of them. If done with the proper attitude of mind, such reading has its value. It could be assigned from time to time as outside reading. Reading to the class also has a very beneficial influence on the vocabulary. If suitable as regards difficulty, and interesting, the teacher can count upon a high grade of attention. The eagerness of the pupils to get the story imprints especially the key words on their minds, and also other unknown words which the teacher will, as a rule, explain or translate. The importance of sight-reading as a vocabulary builder has been discussed elsewhere.

The more mechanical means of studying either the speaking or reading vocabulary, will deal with organizing it according to :

1. Logical categories.
2. Word formation and combination.
3. Kinship with English words.

Arrangement of the vocabulary systematically, according to subject, has been suggested as an excellent means of clinching and controlling what has already been worked

over in other ways. The pupils can fairly

**Logical
Categories.**

early start collecting in a vocabulary notebook, a judicious use of which material can be

made by the teacher. Here and there, for the sake of completeness, it may be advisable to fill in gaps, for grammatical drill, and further work in conversation.

I do not think it is necessary to put a printed word-book in the hands of pupils, like, for example, the "Petit Vocabulaire Français," by Ploetz.¹ Teachers may, however, find such a book helpful. A larger work is by Krüger.² There is also an abridged American edition.³

Printed Word Books.

To the pupil who already possesses some acquaintance with German, the study of word building offers one of the most fruitful means of organizing and enlarging the vocabulary. German is not only rich in inflectional endings, it is also surpassingly rich in formative elements, with the aid of which a large number of derivatives may be formed from a modest stock of primitives. If we think of the verb "sprechen,"⁴ for

Study of Word Building.

¹ "Petit Vocabulaire Français," Ploetz, 29th ed., Berlin, 1901.

² "Englisch-Deutsches Wörterbuch nach Stoffen geordnet für Studierende, Schulen, und Selbstunterricht," Krüger, 2d ed., Berlin, 1895.

³ "Conversation Book," Krüger and Smith, Boston.

⁴ Spreche, sprach, gesprochen. ab-, an-, aus-, be-, durch-, ein-, ent-, fort-, frei-, für-, los-, mit-, nach-, ver-, vor-, wider-, zu-, zusammen-sprechen. ab-, an-, ent-, wider-sprechend.

Sprecher, Fern-, Für-, Nach-, Ver-, Vor-, Wider-sprecher; Für-sprecher, schweizerisch auch Fürsprech.

Ver-sprechung.

Sprech-art, -sucht, -saal, -zimmer.

Sprech-bar, -süchtig; unaus-, unwider-sprechlich. gross-sprecherisch.

Sprich-wort, sprichwört-lich, Sprichwörter-Sammlung.

Sprache, Ab-, An-, Aus-, Ein-, Für-, Rück-, Ur-, Vor-, Zu-sprache. — Bauch-, Bilder-, Bauern-, Diebs-, Finger-, Grund-, Haupt-, Helden-, Kunst-, Mutter-, Zwie-sprache.

Sprach-lich. Ge-spräch (altes Adj.), Ge-spräch, ge-sprächig, an-sprächig (leutselig), red-sprächig (redselig).

Sprach-bau, -fehler, -forscher, -forschung, -führer, -gebrauch, -ge-menge, -gesetz, -gitter, -kenner, -kenntnis, -kunde, -kunst, -lehre, -lehrer, -meister, -reinigkeit, -richter, -rohr, -schatz, -übung. — sprach-arm, -fertig,

example, we can easily collect fifty or sixty words in common use, either compounds or derivatives. The philological equipment necessary for a thorough study of word formation cannot, of course, be given in school, still some definite work ought to be done, especially in courses extending over four years. In the last year or so, a systematic study of word building would be quite in place. Even in shorter courses the pupils can be taught to lighten the labor of vocabulary learning, if given even a superficial insight into derivation by means of Umlaut, Ablaut, prefix, suffix, and word combination. It is expected that during the first course in grammar, in connection with the study of nouns, adjectives and verbs, the more common prefixes and suffixes will be briefly explained, and attention drawn, where profitable, to English cognates. Compounds will naturally be analyzed as much as practicable. It is after the first course in grammar, however, that the most work can be done advantageously in connection with the study of the reading. For the pupils now possess a vocabulary of common words, and some acquaintance with the characteristics of the language. The practice of getting the class to give orally, or collect in exercise books, or both, words having a common primitive, cannot fail to have a stimulating effect on the study of the vocabulary. If not carried to excess, the

-gelehrt, -gemäss, -gewandt, -kundig, -los, -richtig, -widrig. — Sprachfertigkeit.

Spruch, An-, Aus-, Ein-, Ver-, Vor-, Wider-, Zu-spruch; Bibel-, Denk-, Kern-, Lob-, Macht-, Richter-, Sinn-, Sitten-, Wahl-spruch. — Spruchbuch, -kollegium, -dichter, -register. — Spruch-reif, -reich, -fertig, anspruchig (-beansprucht, streitig gemacht). anspruchs-los, anspruchsvoll, be-anspruchen. For this and other examples see "Grundzüge der Neuhochdeutschen Grammatik" Bauer-Duden, München, 1902.

teacher ought not to have any difficulty in instilling interest in this kind of systematization of the vocabulary.

The relation that English bears to German is also a very helpful means of securing a large vocabulary rapidly. Again there are great limitations set to comparison between the two

languages. Philology is not a school subject. **Relation between German and English.** Any elaborate exposition of "Grimm's Law" is quite out of place. It would involve too great an expenditure of time, and only produce confusion for lack of the requisite knowledge of philology on the part of the pupils. What pupils need at this stage is a little help to enable them to establish associations between the more obvious cognate forms in the languages. The close similarity between many words will be noticed at once by the pupils without any outside help. Other words need a little hint before the affinity will be recognized. Any long, abstruse explanation, however, is entirely out of place. As an aid to the study, it is highly desirable that lesson books should give cognate forms in connection with the vocabularies, and the teacher should, from the start, draw the attention of the class briefly to the relationship as the words appear. It matters little that the meanings do not always coincide. A short sketch, now and then, of words that have a history, will no doubt afford pleasure and arouse interest for linguistic work. If the practice is continued the class can be led to classify, after they possess a fair knowledge of the language, some of the more characteristic consonantal differences.

An elementary study of synonyms, or even of words which, strictly speaking, do not come under the head of

synonyms, also has a value as a vocabulary builder. But any systematic study of synonyms presupposes a far greater acquaintance with German than is possible in high school. To distinguish between words in one's own language, by way of definition, is by no means an easy task. A great deal has been done if pupils can be taught a number of words similar in meaning, and some accuracy in their use. We have already spoken of the substitution of other words and expressions, in the chapter on Work in Speaking.

Work in translation offers the teacher excellent opportunities for leading the pupils to feel differences in shades of meaning. The practice, as suggested under Translation, of requiring the whole class to offer various English synonyms by way of correcting a translation, serves as a means to this end. Translation into the foreign language is another means. In the correction of written exercises, for example, the use of "hoch" for "gross" and "hart" for "schwer," will be an occasion for bringing out the difference in meaning and usage. I suggest here also, that as such distinctions are made, the pupils should write them down in a convenient place for reference. In time, a good number of words can be thus collected. The teacher, of course, should guard against making the list larger than the pupils can control, and also against choosing words for discussion the difference of meaning of which cannot be easily made apparent to the pupils. Elementary instruction in giving words of opposite meaning also serves to bind the vocabulary more closely together.

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List of periodicals either primarily devoted to modern language teaching or containing articles from time to time.

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Czuber.	<i>Zeitschrift für das Realschulwesen</i> , Wien.
Elliott.	<i>Modern Language Notes</i> , Baltimore.
Freytag.	<i>Pädagogisches Archiv</i> , Braunschweig.
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Gribsch.	<i>Pädagogische Monatshefte</i> , Milwaukee.
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